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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Top stories include: NATO includes Belgrade in its targets, three U.S. soldiers are captured in Yugoslavia (April 1-2); NATO missiles damage Yugoslavia's infrastructure, conditions of Kosovar-Albanian refugees, NATO rejects the Serbian government's cease-fire offer, Serbians force refugees back to their villages, NATO intensifies airstrikes as the exodus of Kosovar-Albanian refugees continues, and Chinese Premier Zhu Rongji's visit to the United States (April 5-9); relief efforts to Kosovar refugees, Montenegrin citizens refuse to serve in the Yugoslav army, Macedonian refugees in Radusha struggle to survive, President Clinton found in civil contempt of court for his testimony in the Paula Jones lawsuit, U.S. taxpayers face the annual deadline, and the Balkan crisis (April 12-16); Kosovar Albanians from Europe return to Kosovo, the United States and Serbia use televised propaganda to gain international support, shooting at Columbine High School in Littleton (Colorado), Americans struggle to understand why the shooting occurred, and President Clinton visits a high school to talk about the shooting (April 19-23); Americans mourn the death of the school shooting victims, tensions between Yugoslavia and NATO continue to increase, the Yugoslavian conflict causes economic repercussions in Macedonia, Yugoslavian conflict escalates, and CNN holds town meeting in response to Littleton shootings (April 26-30). (AEF)

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CNN Newsroom Classroom Guides
April 1999

by Turner Learning, Inc.

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M. Stevens

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Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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CARRIER	SERVICE AREA	CONTACT/PHONE
America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet`	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523
	LEARNING LINK PROVIDERS	
Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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ABOUT YOUR SCHOOL

School district name:

_____

Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school:

_____

Do you have a satellite receiver? ☐ Yes ☐ No

Will you receive CNN NEWSROOM by ☐ Satellite or ☐ Cable?

Type of school: ☐ Public ☐ Private ☐ Parochial

School grade level *(check one)*:

☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

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If yes, which ones? _____

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NAME

_____
JOB TITLE DEPT COURSE

_____
SIGNATURE DATE

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NAME

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JOB TITLE DEPT COURSE

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JOB TITLE DEPT COURSE

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JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

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CNN NEWSROOM Guide

April 1, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:55... 07:10
NATO expands its targets to include Belgrade.

In the Headlines ... 01:55... 09:05
WAR CRIMES TRIBUNAL INDICTS 'ARKAN'

YOUR DAILY DESK ... 00:45... 09:50
Science Desk ... 02:05... 11:55
Researchers use an undersea robot to retrieve sealife from the ocean floor.

WORLDVIEW ... 00:30... 12:25
Political Front ... 02:40... 15:05
Israeli withdrawal from Lebanon is a central issue in the upcoming Israeli general election.

Inside North America ... 06:35... 21:40
CNN profiles the work of photographer Jack Leigh.

Check It Out! ... 00:45... 22:25
Rare whales make a guest appearance off the coast of New Zealand.

NEWSROOM CHRONICLE ... 00:20... 22:45
Student Bureau ... 02:35... 25:20
Scientist Stephen Hawking has been recognized as one of the greatest minds of the century.

Our World ... 02:10... 27:30
A 14-year old Colorado student is the youngest winner of the Intel Science Talent Search.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. Why is NATO widening its airstrike targets to include Belgrade? According to NATO

spokesperson Jamie Shea, why has the flow of refugees out of Kosovo eased somewhat in recent days? What percentage of Montenegro's population is now composed of refugees? How is the humanitarian situation strengthening the resolve of NATO ambassadors?

2. What effects are the airstrikes having on the Yugoslav military? What buildings in Belgrade are likely to become the next targets for NATO strikes? How does NATO plan to punish those individuals suspected of involvement in ethnic cleansing?

3. Why are some ethnic-Albanians in Belgrade protesting the NATO airstrikes? How are the Serbs promoting unity among their people? How have officials in Belgrade reacted to NATO's rejection of their peace offer? Whom does Belgrade blame for the refugee crisis? Why? As NATO makes the decision to widen its air offensive, how is Yugoslavia preparing?

4. Ask students to consider how opposing sides engage in a "war of words" as well as a war with weapons. Refer them back to the video and to the first website below to read a CNN report on the situation. Point out how Yugoslavia's representative to the United Nations accuses NATO of creating an "artificial humanitarian situation" and refers to the KLA as "terrorists." Likewise, NATO officials are accusing Yugoslav authorities of "identity elimination" among the refugees of Kosovo. There are even stronger words and images among the recent news reports. Challenge each student to find another account of the situation in Kosovo and look for evidence of "propaganda." Have students share their findings and discuss how the carefully chosen words and images (i.e., pictures of leaders in "official" mode) convey a message that side wants the reader to receive.

LINKS:
http://cnn.com/WORLD/europe/9903/31/nato.attack.04/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

In the Headlines : In the Headlines

1. Who is Zeljko Raznatovic? By what name is he known? Why has the War Crimes Tribunal at The Hague issued an indictment against him? Why are police throughout Europe looking for him? How do the Serbians view "Arkan"? How has he reacted to the charges against him?

LINKS:
http://cnn.com/WORLD/europe/9903/31/arkan/

EDITOR'S NOTE:
depots
ethnic cleansing
War Crimes Tribunal
steadfastness
indicted
"Arkan"
The Hague
paramilitary

YOUR DAILY DESK

Science Desk : Deep Sea Mysteries

1. How were Randy Kochevar's new sea bottom specimens collected? Why do you think he chose to collect them this way? Where are they being displayed? What do you think happened to the organisms that didn't survive the trip to the surface? How are water temperature and light conditions at the bottom of the sea different from those close to the surface? Do you think the temperature and amount of sunlight are related? Explain.

2. Describe a few of the organisms you saw in the story. What are some of the special adaptations mentioned in the story that help organisms survive the harsh conditions at the bottom of the sea? For example, how do you think having four hearts, but no eyes, stomach or jaws helps the hagfish to survive? Why do you think the aquarium's water has to be near freezing and contain very little oxygen for these creatures to survive? What do you think happens to the oxygen in water as water freezes?

3. One of the reasons sea floor organisms look so different is their need to overcome the intense pressure found at very low depths underwater. Students may not realize it, but pressure affects them, too. On the earth's surface, the air around us pushes inward against us, but we don't feel it because our bodies push back the exact same amount. At high altitudes, the air pressure is lower. Before the body adapts, it pushes outward harder than the pressure pushing inward, causing the eardrums to invert. The same process happens in reverse as one goes underwater, where pressure against the body increases with depth. Challenge your students to learn more about underwater pressure and the adaptations plants and animals have developed to survive. Working in small groups, have students investigate a plant or animal living at very low underwater depths. Each group should prepare a poster-sized drawing of the plant or animal and a written description of the adaptations the plant or animal exhibits that helps it to survive in its environment. Next have the students share their work, making sure to compare the adaptations they found and examine them for general "low depth" trends.

LINKS:
http://www.mbayaq.org/hp/deepsea_creature.html
http://oceanlink.island.net/marmammals.html#anchor522267
http://www.ma.org/classes/oceanography/goconnell/marinelife.html

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EDITOR'S NOTE:
pressure
oxygen
hagfish
bladder
Monterey Bay Aquarium
adaptation
tunicate

WORLDVIEW

Political Front : Israel and Lebanon

1. Who is Benjamin Netanyahu? According to the video, why is Mr. Netanyahu reluctant to withdraw from Lebanon? How is Mr. Netanyahu perceived as a politician? How might Mr. Netanyahu's political reputation serve him both domestically and internationally? Who is Yasser Arafat? What is Mr. Arafat's political goal for Palestine? What is the state of relations between the U.S. and Israel, and between the U.S. and Palestine?

2. Refer students to the websites below to learn more about the history of Israel and its neighboring Arab nations. Group students. Have each group prepare a presentation about one of the following

topics: The origin of the Israel-Arab conflicts; the history of the Palestine Liberation Organization; the evolution of Syria's relationship with Lebanon; the significance of the West Bank, Golan Heights and the Gaza Strip; the Oslo and Wye River accords; America's interest in Israeli-Arab affairs. Direct each group to present its findings. Following the presentations discuss whether or not Israel should leave Lebanon and whether or not the U.S. should remain neutral about Mr. Netanyahu's political dealings with Lebanon and Palestine. As a class, consider whether or not peace can be achieved in the Middle East.

LINKS:
http://www.arab.net/palestine/palestine_contents.html
http://cnn.com/WORLD/struggle_for_peace/background/
http://cnn.com/WORLD/struggle_for_peace/points.html
http://community.cnn.com/cgi-bin/WebX?13@@.ee76f97
http://cnn.com/WORLD/meast/9812/16/israel.01/
http://cnn.com/WORLD/meast/9903/21/israel.palestinians.ap/index.html

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Inside North America : Jack Leigh

1. Who is Jack Leigh? What photograph did Mr. Leigh take that earned him national recognition? According to Mr. Leigh, what is "the essence of photography"? Why are Mr. Leigh's photographs unique? How did the authors Pat Conroy and James Dickey influence Mr. Leigh's work? Why is Mr. Leigh's work culturally significant?

2. What makes a photograph visually appealing? What skills do you think a photographer should posses? Mr. Leigh draws parallels between his photographs and music. How do different artistic mediums, such as dance and music, convey ideas and emotions? Give examples.

3. Refer each student to photography books or to the websites below to select a photograph that he/she finds interesting. Direct each student to write a paper that addresses the following questions: Why did he/she select the photograph? What thoughts and emotions does the photograph evoke? What elements make the photograph unique? What story do you think the photograph tells? Next, prior to students sharing their papers, have each student show his/her photograph to the class and ask his/her peers to share their thoughts and feelings about the photo. Discuss why photographs often mean different things to different people.

LINKS:
http://nuovo.com/southern-images/southern-images.html
http://www.nmsi.ac.uk/nmpft/
http://www.photographymuseum.com/guide.html

EDITOR'S NOTE:
Jack Leigh
photography
nuance
Savannah
Benjamin Netanyahu
Lebanon
Golan Heights
Yasser Arafat

NEWSROOM CHRONICLE

Student Bureau : Stephen Hawking Profile

1. Who is Stephen Hawking? What physical limitations does he face as a result of Lou Gehrig's disease? How does he communicate? Does the disease affect his mind? Explain.

2. What are some of Stephen Hawking's theories? How have his theories and discoveries challenged previously-held beliefs about the universe? Explain why he believes that an understanding of science is important to everyone.

3. Stephen Hawking has said, "Although we humans are very limited physically, particularly in my own case, our minds are free to explore the whole universe..." In honor of Stephen Hawking and his intellectual accomplishments, assist your class in holding an "Olympics of the Mind" contest for students in your school. Begin by having your students decide on different types of "mind games" they would like to hold, for example, logic contests, game-show style quizzes of general knowledge, and activities that demonstrate a knowledge of science principles. Decide on at least five "games" and have a group of students concentrate on the development of each. Publicize and conduct the "Olympics of the Mind" and hold an awards ceremony at its conclusion to recognize those of exceptional talent.

LINKS:
http://www.damtp.cam.ac.uk/user/hawking/home.html
http://www.kent.wednet.edu/KSD/KR/ScienceDept/subjects/physicspages/Web/P6Phys/Hawking/quiz.h
http://www.kent.wednet.edu/KSD/KR/ScienceDept/subjects/physicspages/Web/P6Phys/Hawking/ideas.
http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level1/hawking.html

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Our World : Young Scientist

1. What is the Intel Science Talent Search? Why do you think it's often referred to as the "Junior Nobel Prize"? What distinction does Natalia Toro hold as the most recent winner of this contest? What was the focus of Natalia's entry? Why does she think the study of neutrinos is significant?

2. How do her teachers describe Natalia? How does she describe herself? What advice do her parents give to this gifted student? What are Natalia's future plans?

3. Generate a class discussion about scientific curiosity. Ask students what they think prompted Natalia to become curious about neutrinos. Discuss how curiosity leads to scientific discovery. Encourage students in your class to pursue their scientific curiosity by starting an in-class science library of resources and websites.

4. In the previous story we learned about physicist Stephen Hawking, who has been studying the universe and sharing his theories with others for decades. In this story we met Natalia Toro, a young student with an amazing understanding of science. What do students think each of these scientists would say to each other if they met? Challenge groups of students to write short papers or prepare skits on such a meeting between Stephen Hawking and Natalia Toro. After groups have presented their work discuss what each of these gifted scientific minds could learn from the other.

LINKS:
http://www.intel.com/education/journey/ji_arch/jif98/story1.htm
http://www.sciserv.org/abtsts.htm
http://www.wa.nea.org/NWSRM/B2Schl/Science.HTM
http://www.w3.org/Provider/Style/WhyWhy.html

EDITOR'S NOTE:
physics

neutrinos
Stephen Hawking
black hole

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 2, 1999

Yesterday's broadcast of CNN NEWSROOM was preempted to allow coverage of late-breaking news in Yugoslavia.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:35... 06:50
Three U.S. soldiers have been captured and are being held in Yugoslavia.

YOUR DAILY DESK ... 00:35... 07:25
Editor's Desk ... 01:55... 09:20
The Flushing Library in Queens is a shining example of the diversity America has to offer.

Editor's Desk Extra ... 02:20... 11:40
More "human" software may make computers more user-friendly.

WORLDVIEW ... 00:30... 12:10
Cold War, Part I ... 05:05... 17:15
In 1960, the downing of a U-2 spy plane escalated Cold War tensions between the U.S. and the Soviets.

Cold War, Part II ... 03:45... 21:00
Russians reflect on the U-2 Incident and post Cold-War modernization.

NEWSROOM CHRONICLE ... 00:25... 21:25
Age of "Instant" ... 02:30... 23:55
Modern communication has created an age in which news is "instant" and the public demands "instant" results.

Culture Watch ... 03:05... 27:00
Cuban and American professional baseball players do battle on a field in Havana.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike in Yugoslavia

1. According to Yugoslav authorities, where and under what conditions were the three American soldiers captured? How does NATO's account of this story differ? Has the capture of these troops changed NATO leaders' mindset about the attacks on Yugoslavia? Explain.

2. Describe the appearance of these three Americans as they were seen on Serbian television. Why do you think the Serbian authorities chose to show them on tv? Who is Ibrahim Rugova? Why was he recently seen on television in Yugoslavia? How are the images of the captured soldiers and of Mr. Rugova being used as propaganda by the Yugoslavian government? Review the definition of propaganda and discuss how it is a powerful weapon especially in wartime.

3. Where is the city of Novi Sad? How have the most recent NATO airstrikes impacted this city? How is the city's population reacting to the attack? What effect do you think televised images of Serbian unity and anti-NATO protests are having in Yugoslavia?

4. Why do you think U.S. officials regard the captured American soldiers as POW's? What are the Yugoslav authorities threatening to do to these captives? Who is John McCain? How has he reacted to seeing the three Americans in captivity? U.S. President Clinton has indicated that he will hold Yugoslav President Slobodan Milosevic responsible for the treatment of these soldiers. If you were President Clinton, would you say or do anything else to demonstrate your feelings about this situation? Explain.

5. What is the Geneva Convention? What are its rules regarding the treatment of prisoners of war? Have students work in groups to research the Geneva Convention policy on POW's. The last website below should be of assistance. In class discussion, have groups summarize the main points of the Geneva Convention. As they do, write these points on the board. Then have the class review the points and, item-by-item, decide whether students believe the Yugoslav government (a) has violated the agreement, (b) has not violated the agreement or (c) there is not enough evidence to make a determination. If these captives are considered prisoners of war, is there evidence to suggest that the Yugoslav government has violated the Geneva Convention on one or more points? If so, how do students think the international community should react?

LINKS:
http://cnn.com/WORLD/europe/9904/01/nato.attack.03/
http://cnn.com/US/9904/01/us.kosovo.04/index.html
http://www.mcad.edu/classrooms/POLITPROP/palace/library/whatispr.html
http://www.tufts.edu/departments/fletcher/multi/texts/BH240.txt

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EDITOR'S NOTE:
infrastructure
prisoner of war
Geneva Convention
John McCain
Macedonia
unambiguous

YOUR DAILY DESK

Editor's Desk : Immigrant Library

1. According to the American Library Association, there are approximately 15,994 public libraries in the U.S. Why is the public library system in Queens, N.Y. the busiest in the U.S.? How many nationalities are represented in the Flushing neighborhood? What types of challenges do you think immigrants face when they first come to America? How can a library help immigrants to

acclimate to their new country?

2. If possible, take your class on a field trip to your local library to learn more about the library's programs, resources and its administration. Divide your class into small groups. While at the library, have each group obtain the answers to the following questions: What services and programs does the library provide? How do they decide what services and programs will be provided? What type of print and media resources are available? Where does the library get its books and other loan materials? What kind of training does it take to become a librarian? How much money does it take to run the library? How does the library get its funding? How do you get a library card? Upon returning to school, have groups present their information. As a class, critique the library's programs and resources and identify additional programs and materials that students would like the library to offer. Have your class share its suggestions in a thank you letter to the library staff.

3. There are dozens of cultures represented among the books at the Queens public libraries. Assist your students in finding out more about the different cultural offerings in their school or community library. Direct each student to check out and read one book that exposes him or her to an aspect of a culture that may be unfamiliar. Each day, start the class with a few minutes devoted to an appreciation of diversity, by having one student present a synopsis of his/her chosen book to the class.

LINKS:
http://www.queenslibrary.org/
http://www.ala.org/
http://www.spertus.edu/library-history/
http://www.iom.int/
http://www.pbs.org/wnet/mix/immigrants/istation/ishome.htm

Editor's Desk Extra : Editor's Desk Extra

1. According to the survey cited in the video, what percent of computer managers report incidents of frustrated employees "trashing" computer hardware? Why do you think this number is so high? Why do humans seem to react differently to computers when they are "disguised" as something else? Describe how the new software demonstrated in the video is making computers more "human."

2. What features of a computer make it almost "alien" to some humans? How would you make it more user-friendly? Challenge groups of students to redesign the PC, by first brainstorming their ideas, then creating labeled drawings of their proposals. Have each group share its drawing and discuss what other steps could be taken to help humans and computers peacefully coexist.

LINKS:
http://www.userfriendlyonline.com/endbottom.htm
http://www.af.mil/news/Sep1996/n19960918_960949.html

EDITOR'S NOTE:
immigrant
public library
oasis
Queens, N.Y.
intimidating

interaction
software

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. What was the purpose of the 1960 International Summit in Paris? How was this summit different from subsequent U.S.-Russian summits? Why did Nikita Khrushchev leave the summit? How did Mr. Khrushchev and President Eisenhower respond to the U-2 incident? Why did President Kennedy begin building-up ICBM armaments soon after he assumed office?

2. Why did the U.S. and Russia engage in espionage? Do you think this type of spying was necessary? Explain. Is espionage morally and ethically acceptable? Why/why not? Do you think espionage affected the tensions of the Cold War? Explain.

3. Soon after Garry Powers' U-2 was shot down, spy plane flights were replaced with new technologies that were used to monitor the arms race. These new technologies included satellite reconnaissance systems. Have students refer to the fourth website to learn more about the use of the U.S. satellite reconnaissance systems from 1960-1972. Discuss: How and why were the systems used? Does reconnaissance make the world a safer place?

4. Divide your class into three groups. Have each group research the background of either Nikita Khrushchev, Dwight D. Eisenhower or John Kennedy. Direct each group to identify the leader's beliefs, leadership style, and role in Cold War politics. Have groups compare and contrast their findings.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/08/
http://learning.turner.com/coldwar/wall/wall_ids.html
http://www.pbs.org/wgbh/pages/amex/spy/spyts.html
http://edcwww.cr.usgs.gov/Webglis/glisbin/guide.pl/glis/hyper/guide/disp

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Cold War, Part II : Cold War, Part II

1. How did Khrushchev handle the U-2 situation? Why was this situation considered "a trump card for the Soviet government"? How do Russia's young people feel about the Cold War? How has Russia's relationship with the U.S. changed since the Cold War? Why are some Russians critical of the U.S.?

2. Why do you think the U.S. lied about the U-2 incident? Do you agree with the way the U.S. handled the situation? Why/why not? Why do you think Khrushchev chose to try and imprison Gary Powers? From a political perspective, do you think Khrushchev made the most prudent decision? Explain.

3. Have groups of students refer to the websites listed below to learn about the differences between the American and Russian political systems during the Cold War era. Ask: In what way did Russian and American political differences prevent the two countries from reaching a mutual understanding on key policy issues during the Cold War? Direct each group to give examples.

4. Teachers, you and your students can catch the last episode of the CNN documentary series **COLD WAR**, this Sunday at 8:00 p.m. ET. For a free COLD WAR Educator's Guide, head for this website: http://learning.turner.com/coldwar, or in the U.S. call 1-800-344-6219.

LINKS:
http://www.ncsa.uiuc.edu/SDG/Experimental/soviet.exhibit/soviet.archive.html
http://metalab.unc.edu/expo/soviet.exhibit/overview.html
http://cnn.com/US/9703/20/cold.war/index.html
http://www.wsu.edu/~brians/hum_303/misconceptions.html

EDITOR'S NOTE:
Nikita Khrushchev
Dwight D. Eisenhower
U-2 spy plane
Gary Powers
ICBM
capitalism
Cold War
summit

NEWSROOM CHRONICLE

Age of "Instant" : Age of "Instant"

1. Cite evidence from the video that supports the claim that we live in an "instant age." How has the phenomenon of instant news affected the way the public perceives war? How does this perception contrast with the reality of war? What is rhetoric? Does a choice of words impact the public's demand for victory in wartime? Explain.

2. Inform students that some journalists have expressed the belief that instant news creates an atmosphere that promotes conjecture. Discuss what "conjecture" is and whether it should be a part of the journalistic process. Then challenge students to monitor news reports (including television, radio and print media) to determine whether those who report the news engage in conjecture, and if so, have students note the program, time and circumstances. Have students share their findings. Does the fact that the public can now see news as it is being made promote an atmosphere of conjecture among some journalists? If so, when might such speculation cross the line between reporting the news and making it?

LINKS:
http://vh0312.infi.net/columns/amrhine/da012998.htm
http://www.nando.net/newsroom/ntn/voices/113098/voices1_12514_body.html
http://cnn.com/

Culture Watch : Cuba vs. Baltimore Orioles

1. Why has the long-awaited game between the Baltimore Orioles and the Cuban national baseball team been a source of controversy? How did the Cubans who were interviewed in the video feel about this event? In what way was the image almost "surreal"?

2. Explain why Cuban exile leaders were opposed to the contest. Who is the dictator to whom they are referring? According to Cuban star Omar Linares, why is it unfair for Cuban players now in the U.S. to criticize this game?

3. Ask students how they would describe current relations between the U.S. and Cuba. Then direct them to work in groups to research the reasons behind the poor relations. Share group findings. Based on their findings, do students think the game between the U.S. and Cuban players in

Havana was a good idea? Challenge each to write an essay in response to this question: Is a U.S.-Cuba baseball game a good way to promote positive relations between the countries or does it serve to legitimatize the regime of a leader many see as a brutal dictator?

LINKS:
http://cnn.com/US/9903/28/cuba.baseball/
http://www.state.gov/www/regions/ara/970228_ranneberger.html
http://www.cubatrade.org/
http://www.pbs.org/newshour/forum/january98/cuba4.html

EDITOR'S NOTE:
"instant news"
genocide
Vietnam War
impulse
Fidel Castro
Baltimore Orioles
controversy
dictator

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 5, 1999

Today's special edition of Newsroom focuses on the sexual harassment of teenagers in the work place. Please note that this program content may not be appropriate for all ages.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 00:40... 01:40
Top Story ... 03:15... 04:55
NATO missiles have damaged Yugoslavia's infrastructure.

Kosovo-Albanian Border ... 04:15... 09:10
The international community helps Albania deal with the increasing number of Kosavar refugees.

NEWSROOM CHRONICLE ... 00:35... 09:45
Sexual Harassment Primer ... 04:10... 13:55
CNN Newsroom takes a look at the sexual harassment of teenagers in the workplace.

Hostile Environment ... 02:25... 16:20
One young woman describes her experience with sexual harassment in the workplace.

Roundtable Discussion: Sexual Harassment ... 11:10... 27:30
Students share their views on what is/is not sexual harassment and how to respond to it.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. What impact are NATO's airstrikes having on Yugoslavia's infrastructure and on the Serbian people? What is the strategic purpose of the NATO airstrikes? Do you think the strikes will be effective? Why/why not? What is a "protracted conflict"? What are the Serbs doing to prepare for a possible protracted conflict?

2. In the process of bombing alleged military targets, NATO missiles have injured and killed Yugoslavian civilians. Do you think this is ethically and morally acceptable? Why/why not? Should NATO heed the Serbs' demands and stop the bombings? Explain.

3. Have students refer to the websites below to research NATO's military and political objectives, the history of NATO's airstrikes against Yugoslavia, and how Mr. Milosevic has responded to NATO's military interventions. Facilitate a class discuss about whether NATO has clearly defined its political and military objectives. Ask students to explain whether or not they think the situation in Yugoslavia will become a protracted conflict. If so, what might be done to prevent the conflict from escalating?

LINKS:
http://cnn.com/WORLD/europe/9904/03/nato.attack.05/index.html
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html

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Kosovo-Albanian Border : Kosovo-Albanian Border

1. Why are ethnic Albanians fleeing Kosovo? How is the influx of refugees impacting Albania? Which nations are providing relief assistance in Albania? What type of assistance is the international community currently providing at the Albanian border? How do the deportees feel about the NATO bombings? Why? Do you think the exodus of the ethnic Albanians from Yugoslavia is similar to what happened to the European Jews during WWII? Explain.

2. Have students refer to the websites listed below to learn more about the Yugoslavian refugee situation. Discuss: What three Balkan nations are receiving the majority of the refugees? How many of these refugees are currently in these countries? What types of problems do you think the refugees, the host country and the international community might have to contend with if the refugees are unable to return to Kosovo? Who do you think should be responsible for addressing the refugees' humanitarian needs?

3. Group students. Direct each group to select a relief organization from one of the websites below and prepare a presentation that outlines what the organization is doing to manage the current refugee situation in Albania. Do you think this international assistance will be enough to manage the current refugee situation in Albania? Why/why not?

LINKS:
http://cnn.com/WORLD/europe/9904/04/kosovo.refugees.03/
http://cnn.com/WORLD/europe/9904/02/kosovo.refugees.03/index.html
http://cnn.com/WORLD/europe/9904/03/kosovo.refugees.04/index.html

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EDITOR'S NOTE:
conscript
infrastructure
NATO
Belgrade
Medecins du Monde
deportees
Albania
humanitarian crisis

NEWSROOM CHRONICLE

Sexual Harassment Primer : Sexual Harassment Primer

1. According to the U.S. Equal Employment Opportunity Commission, what is the definition of sexual harassment? What type of sexual harassment did Danielle experience at her job? How did

she handle the situation? How can you tell the difference between flirting and sexual harassment?

2. How do you think someone might feel about being sexually harassed at his/her job? According to the Teen People magazine poll, what are the different ways teens deal with being sexually harassed at work? How does age, gender and the nature of the victim-harasser relationship influence the way a teenager may respond to being sexual harassed at his/her job? Give an example. Do you think quitting a job is an effective way for a teenager to deal with being sexually harassed at work? Explain. What do you think are the best ways to prevent teenagers from being sexually harassed at work?

3. As a class, brainstorm a list of different ways that people can be sexually harassed on the job. Group students. Have each group select an idea from the list and develop a role play that illustrates that type of harassment. Following each group's performance, have the class generate ideas about how the victim should handle the situation. Direct each group to act out a resolution. Discuss whether or not the resolution was effective.

LINKS:
http://www.resources.org/index.html
http://www.eeoc.gov/

EDITOR'S NOTE:
sexual harassment
U.S. Employment Opportunity Commission
flirtation
offensive

Hostile Environment : Hostile Environment

1. Who is Ineshia Teate? How was she sexually harassed on the job, and by whom? How did she react to the harassment at first? What did she finally do to bring the behavior to a halt? Who has Ineshia hired to help her in her civil case? Against whom have charges been filed? Why have representatives of the restaurant refused comment?

2. Why did Ineshia decide to tell her story? How did the experience affect her life outside the workplace? What advice does Ineshia have for other young people who are being sexually harassed on the job?

3. What does the law say about sexual harassment on the job? Who is responsible if this occurs? Have students work in groups to consult the websites below to learn more about what constitutes sexual harassment in the workplace and what legal recourse one has if subjected to it. In class discussion, have groups share their findings and discuss the meanings of "quid pro quo" and "hostile environment" as they pertain to sexual harassment. Which of these did Ineshia Teate experience?

4. Direct students to the second website below to learn more about the Equal Employment Opportunity Commission (EEOC). Discuss how and why the federal government has a role in preventing and prosecuting cases of sexual harassment.

LINKS:
http://www.resources.org/intro-orig.html
http://www.eeoc.gov/
http://www.lawguru.com/sexhara.html

EDITOR'S NOTE:
no contest
Gloria Allred
employment discrimination
sexual battery
negligent supervision
emotional distress
civil charges
litigation

Roundtable Discussion: Sexual Harassment : Roundtable Discussion: Sexual Harassment

1. According to health professional Juliet Cooper, why isn't sexual harassment among teenagers more openly discussed? Why are many teenagers and adults afraid to complain about sexual harassment on the job? Describe the situation Allison encountered in her workplace. Discuss how some of the other teens in the video responded to this situation.

2. What are some things that parents can do to help their teenagers recognize and address sexual harassment? What is "flirting?" Have you seen males and females flirting? Explain. What do you think should be the limits of flirting? How do some of the young men in this discussion feel about the limits of flirting? Why do you think there is some confusion among them between "joking" and sexual harassment? Do you agree/disagree with any of the statements from the young men? Explain.

3. In the discussion we hear the comment that the fact that someone would "feel comfortable in saying something of that nature to someone speaks of a deeper issue of society as a whole." If a person makes a joke that makes another individual uncomfortable, what do you think that says about the person? About society? Do you think that the individual should always be the judge of what makes him/her uncomfortable, or do you think some individuals are too sensitive? State your rationale.

4. How does Juliet Cooper define sexual harassment? What do you think sexual harassment is? Generate a class discussion about what students perceive to be sexual harassment. Then divide students into groups, and tell students in each group that they are to assume the roles of corporate human resources managers. Their task is to come up with outlines for a "Policy Manual on Sexual Harassment" for their corporation. Give groups ample time to brainstorm the issues to be addressed and discuss and debate what does/does not constitute sexual harassment in the workplace. Make sure that groups realize that males can be sexually harassed as well as females, and to account for this in their outlines. Have each group share its outline. Are there differences of opinion on what is/is not harassment? How do you account for these differences? How does this exercise illustrate some of the difficulties involved in determining what kinds of behavior might go too far?

LINKS:
http://bguide.com/webguide/wso/plus/d0408Harass.html
http://www.epexperts.com/written.htm
http://web.ortge.ufl.edu/explore/v01n2/extracts/harass.html

EDITOR'S NOTE:
vulnerable
appropriate touch
intimidating
tolerance level

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 6, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:35... 07:05
-Kosovar-Albanian refugees contend with poor living conditions and uncertain futures.
-NATO airstrikes continue to damage Yugoslavia's infrastructure.

In the Headlines ... 02:05... 09:10
LOCKERBIE SUSPECTS

YOUR DAILY DESK ... 01:20... 10:30
Health Desk ... 01:45... 12:15
International experts consider whether or not to destroy the remaining stocks of the smallpox virus.

WORLDVIEW ... 01:20... 13:35
Top of the World ... 03:20... 16:55
In spite of their shared desire for peace, many Israelis and Palestinians harbor distrust for each other.

Political Front ... 02:40... 19:35
A once-passionate Thai communist is now chronicling the history of a failed movement.

Inside North America ... 02:40... 22:15
The National Archives hosts an exhibit of 180 pictures of this century.

Short Take ... 01:10... 23:25
Rare whales make a guest appearance off the coast of New Zealand.

NEWSROOM CHRONICLE ... 01:15... 24:40
Beyond the Game ... 02:35... 27:15
Meet Tamir Goodman, a 17-year-old Orthodox Jewish basketball prodigy from Baltimore, Maryland.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. What are the conditions like in the Macedonian refugee transit camp? Why do you think reporters and most international humanitarian workers are forbidden from entering Macedonia's transit camp? How do the refugees feel about going to a new country? What impact do you think being displaced will have on the Kosovar-Albanians?

2. What is the focus of NATO's current airstrikes? Why is NATO concerned about the safety of Montenegro's political leader? How is the conflict affecting the lives of Serbian civilians? How do some Serbs feel about the introduction of NATO ground troops? Do you agree with NATO's military strategy? Why/why not? Do Serbian and Western news reports about the conflict differ? Explain.

3. Refer students to the websites listed below to learn more about the plight of the Kosovar-Albanian refugees. Have students identify the location of the refugee camps and the scope of the international communities' humanitarian relief efforts. Direct each student to use his/her knowledge about Yugoslavia, Kosovo and the conflict to write a fictional story about a day in the life of a Kosovar-Albanian refugee. Instruct students to describe the main character's background and how he/she became a refugee. Also, have students describe the character's thoughts and feelings about being a refugee. Have students share their stories and discuss.

LINKS:
http://cnn.com/interactive/specials/9903/kosovo.refugee.map/frameset.exclude.html
http://cnn.com/WORLD/europe/9904/05/kosovo.refugees.01/index.html
http://cnn.com/WORLD/europe/9904/03/kosovo.refugees.04/index.html
http://cnn.com/WORLD/europe/9904/05/nato.attack.04/

EDITOR'S NOTE:
transit camp
primitive
resolute
infrastructure
Montenegro
refugees
Macedonia

In the Headlines : In the Headlines

1. For what crime are Abdel Basset Ali Mohamed al-Megrahi and Lamen Khalifa Fhimah accused? Why are these suspects being tried by Scottish court in the Netherlands? When and why did the U.N. impose an air and arms embargo on Libya?

2. Have students refer to the websites listed below to learn more about the history and circumstances surrounding the Pan Am bombing. Why is this case politically significant? Why has the U.N. been involved in this case? Why do you think Libyan leader Moammar Gadhafi was reluctant to extradite the two suspects? Do you agree with the extradition arrangements? Why/why not?

3. Have students look-up the definitions of "jurisdiction" and "extradition." As a class, discuss why it has taken eight years for the two Libyans accused of the Pan Am airliner bombing to be brought to trial. How does the issue of jurisdiction affect the process of extradition?

LINKS:
http://cnn.com/WORLD/europe/9904/05/BC-Libya-Lockerbie-KeyEv.ap/index.html
http://cnn.com/WORLD/europe/9904/05/lockerbie.01/index.html

EDITOR'S NOTE:
Lockerbie, Scotland
extradition
Libya
Netherlands

YOUR DAILY DESK

Health Desk : Smallpox Virus

1. What is smallpox? Where are the remaining stocks of the smallpox virus kept? Why is the World Health Organization recommending that the remaining stocks of the virus be destroyed? Why are the U.S. Defense Department and the U.S. Department of Health and Human Services recommending that the U.S. keep the virus? What is Russia's opinion on the matter?

2. What diseases or viruses are considered modern-day threats? Do you worry about contracting one of these illnesses? Why/why not? Why do you think terrorists would want to use biological weapons? Do you think people should be concerned about bioterrorism? Explain.

3. Divide your class into two groups. Have the first group prepare a presentation about the history of vaccines and their treatment of smallpox. Direct this group to identify the public health hazards associated with using smallpox as a biological weapon. Have the second group research the history of the 1972 Biological Weapons Convention, and identify possible ways to prevent bioterrorism. The websites listed below should provide the groups with useful information. Following the presentations, conduct a class debate about whether or not the U.S. should destroy its stock of smallpox virus.

LINKS:
http://cnn.com/HEALTH/9903/15/smallpox/index.html
http://www.cdc.gov/ncidod/EID/vol4no3/hendrsn.htm
http://www.who.int/
http://www.cdc.gov/od/nvpo/default.htm

EDITOR'S NOTE:
smallpox
variola virus
biological weapon
World Health Organization
Health and Human Services
juncture

WORLDVIEW

Top of the World : Israeli/Palestinian Distrust

1. According to a poll cited in the video, what hopes do both Palestinians and Israelis share for their future? What obstacle to that peace is shared by each side? How was this distrust recently exposed by an Israeli television crew that visited a Palestinian prison for the first time? How did the views of the imprisoned Hamas leader illustrate this sentiment? How did the warden respond to his comments?

2. Help students to understand the history of the Mideast peace process by directing them to the first two websites below. Discuss the obstacles to peace that exist between Israelis and Palestinians, and what might be done to overcome these roadblocks to peaceful coexistence between the two.

3. Divide the class into small groups. Direct each group to search online and print media resources to locate evidence of distrust between Israelis and Palestinians. The last two websites below, the representative sites for the Palestinian National Authority and the Israeli Foreign Minister, would be good places to start. Have each group share its findings. Discuss the sources of the distrust between the two. Then have each student choose one of the sides, and write a letter as either an Israeli or Palestinian, suggesting to an individual on the opposite side what can be done to bring a level of trust back to the peace process.

LINKS:
http://www.cnn.com/WORLD/struggle_for_peace/index.html
http://www.usia.gov/regional/nea/summit/late25.htm
http://www.pna.net/
http://www.israel.org/mfa/go.asp?MFAH000c0

Political Front : Thai Old Communist

1. Who is Ah Chen? How old is he? With what political movement was he once associated? How does he spend his time now?

2. According to Ah Chen, when and why was the Communist Party of Malaya started? How would you describe the CPM? From where did members of this organization operate after World War II? How was their conflict in Malaysia and Thailand resolved? What did the guerrillas get as a result of the treaties? What has become of their once secretive jungle headquarters? Discuss the irony in this capitalist arrangement for those who benefit from it.

3. What conditions made southeast Asia ripe for communist insurgency after WWII? Have students work in groups to research imperialism and communism in southeast Asia and share their findings. Why do students think some nations that embraced communism are now opening up to free market economics? How might a change in economic systems affect the political climates in communist and non-communist nations of southeast Asia?

LINKS:
http://www.asiatour.com/thailand/e-01land/et-lan73.htm
http://www.perak.gov.my/perak_250696/june/html/history4.html

Inside North America : One Hundred Years on Film

1. Describe some of the images captured on film and on display at the National Archives. Who was Ansel Adams? How did Dorothea Lange chronicle one of the saddest periods in U.S. history? How did Lewis Hine's photographs promote social change? What is the Archives' best-selling picture?

2. How do photographic images capture historic moments and moods? Generate a class discussion about the power of the photo, and what images from this video made the biggest impressions on students. Then initiate a class project where students create their own gallery of "Student Images from the Last Class of the Millennium." Challenge students, working individually or in small groups, to use their photographic skills to capture a moment that represents something worth remembering for them at this point in their lives. Their images can be light-hearted or serious, staged or candid. Have the class select the best photographs and display them for others to appreciate.

LINKS:
http://www.nara.gov/
http://cgi.pathfinder.com/time/time100/index.html

EDITOR'S NOTE:
Hamas
Gaza
reconciliation
propaganda
communist
National Archives
Great Depression
Rosie the Riveter

NEWSROOM CHRONICLE

Beyond the Game : Beyond the Game

1. Who is Tamir Goodman? Why is he called the "Jewish Jordan"? What religious practices does Tamir uphold? Why has Tamir decided to attend the University of Maryland?

2. How do you think the media's attention of Tamir might impact his life? What type of obstacles might Tamir encounter during his career at the University of Maryland? Do you think religious traditions are important to uphold? Explain.

3. Help students brainstorm a list of different religions. Group students. Have each group select one of the religions and research its social customs and traditions. Direct each group to prepare a presentation about how modern life has affected these religious traditions, and how these traditions have influenced modern society.

   EXTENSION: Have each student write a paper that discusses the effect that religious or cultural practices have on his/her life. Have students share their papers and discuss.

LINKS:
http://judaism.miningco.com/
http://www.ncaa.org/

EDITOR'S NOTE:
Orthodox Judaism
NCAA
trailblazer
sabbath
Maryland

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CNN NEWSROOM Guide

April 7, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 04:00... 06:15
-NATO rejects the Serbian government's cease-fire offer.
-At the Macedonian border, Serbians forced refugees back to their villages.

In the Headlines ... 01:35... 07:50
LOCKERBIE SUSPECTS ARRAIGNED

YOUR DAILY DESK ... 01:15... 09:05
Business Desk ... 01:45... 10:50
Unsolicited e-mail clogs cyber-mailboxes all over the Internet.

WORLDVIEW ... 01:15... 12:05
Did You Know? ... 02:25... 14:30
A debate rages on whether to relax immigration laws for those who come to the U.S. from Central America.

FYI: Cuba Storm Trackers ... 02:40... 17:10
Cuban and U.S. meteorologists share data in pursuit of a safer hurricane season.

Information Please ... 02:25... 19:35
Software is becoming big business in India.

Inside Russia ... 02:35... 22:10
Tough economic times force a Russian couple to trade in dreams of a place in the country for a plane in the yard!

NEWSROOM CHRONICLE ... 01:20... 23:30
Hank Aaron Tribute ... 03:50... 27:20
Major League Baseball celebrates the accomplishments of Hank Aaron.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. Why did Yugoslav President Slobodan Milosevic propose a cease-fire? Why did NATO dismiss the cease-fire proposal? Do you agree with NATO's decision? Why/why not? What impact did Tuesday's strikes have on Yugoslavia's infrastructure and Serbian civilians? According to NATO officials, why were civilians injured during the strikes? Who is Ibrahim Rugova? How do the KLA and President Milosevic feel about negotiating an agreement with Ibrahim Rugova? Why?

2. According to the Macedonian government, what has happened to the Kosovar-Albanian refugees who were waiting to enter Macedonia? Why do you think the Serbian troops forced the refugees back to Kosovo? What are the conditions like at the Blace refugee camp in Macedonia? What are the refugees' main concerns? In your opinion, is the international community doing an effective job of addressing these concerns? Why/why not? If you were one of the refugees, would you prefer to stay in Macedonia or be flown to a refugee camp overseas? Explain.

3. Divide your class into small groups. Each day select two groups to prepare a report about either the status of the Serbian-NATO conflict or the status of the Kosovar-Albanian refugees. Have groups use multimedia resources, including the websites listed below, to prepare their presentations and discussion questions.

LINKS:
http://cnn.com/WORLD/europe/9904/06/nato.attack.04/
http://cnn.com/WORLD/europe/9904/06/kosovo.refugees.02/
http://cnn.com/SPECIALS/1998/10/kosovo/

EDITOR'S NOTE:
Orthodox Easter
cease-fire
Ibrahim Rugova
guided weapon
Macedonia
relief workers
Kosovar-Albanians

In the Headlines : In the Headlines

1. Who are Abdel Basset Ali Mohamedal-Megrahi and Lamen Khalifa Fhimah? For what crime have they been accused? What is an arraignment? Where was the arraignment held? Why is this trial politically significant? In your opinion, why didn't the suspects enter a plea? Why has it taken eight years for these two suspects to be brought to trial?

2. Why is this trial being conducted by a Scottish court in the Netherlands? What are the benefits and drawbacks of using this venue and litigation format? Have each student write an editorial about whether or not the Libyan suspects will receive a fair trial. Direct each student to write his/her editorial from the perspective of either a victim's family member or a Libyan suspect. Have students share their opinions and discuss.

LINKS:
http://cnn.com/WORLD/europe/9904/06/lockerbie.suspects/
http://www.un.org/Overview/Organs/sc.html
http://www.undp.org/missions/libya/

EDITOR'S NOTE:
arraignment
Lockerbie
Libya
plea
terrorism

YOUR DAILY DESK

Business Desk : "Spamming"

1. What is "spam"? What is the origin of this term? According to Internet analysts, what is the most common way for spammers to get e-mail addresses? Can you think of other sources for spammers to get e-mail information? Explain.

2. Discuss some of the ways anti-spam experts advise Internet users to protect themselves against unwanted e-mails. Are there any downsides to these recommendations? Explain. Which states currently have anti-spamming laws? Why do you think more states don't have laws against spamming?

3. As a class, brainstorm a list of ways that businesses keep their names, products and services in front of consumers. List these on the board. Ask students to consider these from a consumer's point of view: Might consumers consider any of these methods invasive or bothersome? If so, which ones? Discuss reasons why some of these methods, such as telemarketing and junkmail are still used by some businesses in spite of their less-than- favorable consumer perception. Compare "spam" to these methods. What would have to happen in order for businesses to abandon these practices?

4. What legislative and consumer actions are being taken to stop spamming? Have students work in groups to research pending legislation and consumer responses to spamming and share their findings. Which of these actions could be effective in bringing an end to spamming? Why?

LINKS:
http://www.junkbusters.com/
http://www.junkbuster.com/stopspam.html
http://www.bc.sympatico.ca/Sympatico_Help/FAQ/spam.html
http://www.tigerden.com/junkmail/othersites.html

EDITOR'S NOTE:
spam
unsolicited e-mail
filtering
consumer groups
junkbusters.com

WORLDVIEW

Did You Know? : Central American Immigrants

1. Why did Manuel Alfaro flee his country and come to the United States? How is he able to help his family back home in El Salvador? How did the immigration law passed in 1997 favor immigrants

from some Central American nations over others? Does this law help Manuel Alfaro? Explain. Why do some U.S. legislators want to change the law?

2. On what basis are some fighting the proposed changes to the 1997 immigration law? According to critics, how could making it easier for Central American immigrants to become citizens backfire? With whom do you agree? Why? What is the Clinton Administration's position on the issue?

3. Who currently enjoys "protected status" as immigrants in the U.S.? Direct students to the second website below for information about temporary protected status and those immigrants who are eligible for it. As a class, review the chart and ask students if they are surprised by any of its entries. Then challenge each student to draft a rationale for either (a) addition of a particular country to the "protected status" list or (b) the removal of a country from that list. Have each student deliver the text of his/her rationale as a speech on the floor of the House of Representatives.

LINKS:
http://www.ins.usdoj.gov/
http://www.ins.usdoj.gov/reps_studies/tps_inter.htm
http://www.nap.edu/readingroom/books/newamer/

FYI: Cuba Storm Trackers : FYI: Cuba Storm Trackers

1. What kinds of information are Cuban and U.S. scientists sharing in the forecasting of hurricanes? How do you think this information promotes safety? Why is cooperation between the U.S. and Cuba so important in this field? What agency of the U.S. government operates the plane that was sent to Cuba? How is this ironic?

2. If yours is a Spanish language class, have students research information about hurricanes as well as safety tips in English, then work in groups to create informative brochures in Spanish on hurricane safety. Direct each group to pretend its job is to make the people of Cuba aware of the latest information on hurricanes and ways to protect themselves from the storm's devastation. Have each group make copies of its brochure and introduce it (in Spanish) to the class.

LINKS:
http://www.cyberstreet.com/users/petei/storm.htm
http://www.naples.net/govern/county/emrgmgt/notstor2.htm
http://www.usatoday.com/weather/huricane/whursci.htm#advanced

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Information Please : India Y2K

1. How is India actually benefiting from the Y2K bug? What kind of service does IIS Infotech provide? Who are some of the company's clients?

2. Why are companies like Microsoft and IBM outsourcing some of their work to India? How do labor costs in this field compare to those in the U.S.? How has this savings impacted India's economy? Of the $2 billion earned in software exports and services in India last year, what percentage came from Y2K contracts?

3. If India were to become a global force in software development, how might its economy and its political climate be impacted? Group students. Have each group research the emerging software industry in India and share its findings. Then direct each group to prepare a written analysis of India's software industry and its possible political and economic impact on the nation over the next decade.

LINKS:

http://www.man.ac.uk/idpm/isi.htm
http://www.cyberindian.com/india/compute.htm
http://www.india-infotech.com/

Inside Russia : Russia Strange Dacha

1. How did Anatoly Bryazgin acquire the small commuter plane he owns? To whom did he give the plane? How did she react to this gift? What do she and her husband use the plane for now? How has the plane become their "dacha"? What problems have Mr. and Mrs. Bryazgin encountered with the plane?

2. Anatoly received the plane in lieu of wages he was owed by his employer. Many Russian workers face the same situation, as tough economic times cause many businesses (and even the Russian government) to be unable to pay their employees. Assist students in learning more about Russia's current economic climate and the social and political consequences of tough times. Share student findings in class discussion. Ask students when they think Anatoly and Nina will be able to purchase a real "place in the country."

LINKS:
http://www.rferl.org/nca/special/rulabor/index.html
http://www.rferl.org/nca/features/1998/02/F.RU.980211154653.html
http://www.eia.doe.gov/emeu/cabs/russia.html

EDITOR'S NOTE:
immigration
oppression
precedent
reconnaissance
Dept. of Commerce
Y2K compliant
outsource
dacha

NEWSROOM CHRONICLE

Hank Aaron Tribute : Hank Aaron Tribute

1. Who is Hank Aaron? Why is he considered a "living legend"? What personal obstacles did Mr. Aaron have to overcome to achieve professional success? Why qualities does Mr. Aaron possess that have enabled him to deal with adversity? What is the mission of the Chasing the Dream Foundation?

2. In the video, Jane Fonda states that in part, the tribute to Mr. Aaron signals "how capable the country is to changing and we should be proud of that and be proud that he's among us." What does this statement mean? Mr. Aaron was successful in many areas of his life. Do you have personal or professional aspirations? If so, what are they? In your opinion, what does it mean to be successful?

3. Have students refer to the websites listed below to learn about the civil rights movement and the integration of Major League Baseball in the U.S. As a class, discuss how Hank Aaron was discriminated against during the course of his baseball career, and how he dealt with the discrimination. What impact has integration had on professional baseball? Direct students to

consider America's reaction to the home run race of 1998 between Mark McGwire and Sammy Sosa. Ask students to imagine how Americans might have responded to this race if it had taken place during the height of the civil rights movement. Discuss whether or not America is truly an integrated nation. Give examples.

LINKS:
http://afroamculture.miningco.com/msub1.htm?terms=racism%2C+civil+rights&COB=home
http://tbssuperstation.com/hankaaron/
http://www.bravosweb.com/players/former/aaron/
http://www.majorleaguebaseball.com/hank/foundation.sml

EDITOR'S NOTE:
Hank Aaron
Major League Baseball
segregation
Chasing the Dream Foundation
legend

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 8, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 04:30... 06:30
-NATO intensifies airstrikes as the exodus of Kosovar-Albanian refugees continues.
-Kosovar-Albanian refugees prefer to remain in Macedonia rather than move to Turkey.

YOUR DAILY DESK ... 00:40... 07:10
Science Desk ... 02:50... 10:00
New research about how the brain works may challenge traditional brain theory.

WORLDVIEW ... 00:40... 10:40
Top of the World ... 03:20... 14:00
International conservationists gather to discuss ways to save the earth's forests.

Inside North America ... 05:20... 19:20
Many artists turn to entrepreneurism in an effort to control their creative works.

Wild Kingdom ... 02:00... 21:20
Mobile veterinarians try to help Asian elephants wounded by humans.

NEWSROOM CHRONICLE ... 00:50... 22:10
Look Ahead ... 00:25... 22:35
April 15: Tax Special

Sports Page ... 05:00... 27:35
Today marks the 25 anniversary of Hank Aaron's record setting 715th home run.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. Where is NATO located? What is the mission of the Contact Group? Why is it politically significant that the Russian Deputy Foreign Minister is meeting with the Contact Group? Why are the NATO foreign ministers and the ambassadors meeting on Monday? According to

Kosovar-Albanian refugees, what type of atrocities are occurring in Kosovo? How and why did Robin Cook publicly challenge President Milosevic?

2. Why has NATO stated that it will accept nothing less from President Milosevic than full Yugoslav compliance with its conditions for a Kosovo settlement? What are NATO's settlement conditions? How might President Milosevic attempt to "split" the NATO alliance? In the video it is implied that NATO airstrikes are responsible for the flow of refugees. Do you agree with this assertion? Why/why not?

3. What are the conditions like in the Macedonian refugee camp? Why do the majority of Kosovar-Albanian refugees prefer to remain in the Macedonian camp rather than move to Turkey? What do you think might happen if these refugees refuse to leave the camp? Do you think the refugees should be forced to leave the Macedonian camp? Why/why not?

4. Have students refer to multimedia resources, including the websites listed below, to learn more about how the Kosovo crisis is affecting the Balkan nations. Divide your class into two groups to debate whether or not the Kosovo conflict will spread throughout the Balkans. Have each group support its argument with empirical evidence. Following the debate, direct students to consider what might happen to the refugees in the event that the Kosovo crisis did spread to neighboring nations.

LINKS:
http://cnn.com/WORLD/europe/9904/07/nato.attack.03/
http://cnn.com/WORLD/europe/9904/07/kosovo.refugees.02/
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/newsid_308000/308111.stm
http://www.kosova.com/
http://www.gov.ru/
http://www.serbia-info.com/
http://www.nato.int/

EDITOR'S NOTE:
atrocities
compliance
paramilitaries
exodus
Macedonia
Contact Group
refugees

YOUR DAILY DESK

Science Desk : Two Minds

1. What is the traditional view about the functions of left and right brain hemispheres? How does Dr. Schiffers' explanation differ from this traditional view? How have some of Dr. Schiffers' patients benefited from wearing his brain hemisphere "harmonizing" glasses?

2. About what percent of people who try Dr. Schiffers' glasses have a discernable response? Is that percentage larger or smaller than what you would have expected? Explain. Do you think this response percentage is large enough to characterize the glasses as a "reliable" method of treatment? Why/Why not? Based on what you saw in the story, do you think Dr. Schiffers' views on brain hemisphere function are scientifically supportable? Explain.

3. One of the most important new technological tools used to study the brain is the Magnetic Resonance Imager otherwise known as MRI. Using an MRI, doctors can tell what part of the brain is used when a patient is exposed to a specific stimulus. Challenge your students to devise a scientifically reliable test that uses MRI technology to support or refute the use of Dr. Schiffers new glasses with psychotherapy patients. Students may work in small groups or individually. Please remind your students how important sample size and controlling variables are to valid scientific research. Have each group write down the proper materials and procedures for their test, as well as an explanation of how potential results would be used to draw conclusions about the effectiveness of the new glasses.

LINKS:
http://www.sil.org/lingualinks/library/llearning/CJO652/CJO718.htm
http://www.ag.ohio-state.edu/~ohioline/lifetime/lt2-4b.html
http://www.psc.edu/science/Goddard/goddard.html
http://www.nimh.nih.gov/events/ledoux.htm

EDITOR'S NOTE:
brain hemispheres
left brain
right brain
mature
anxiety
therapy

WORLDVIEW

Top of the World : Africa Forest Crisis

1. What is threatening the rain forests of Africa's Congo Basin? What is generating a rise in unsustainable logging? Why did international leaders recently meet in Cameroon? What was the goal of this summit?

2. According to the summit's leaders, what is the key to protecting the forests? How could this be achieved? What is the outlook for global forest conservation, according to the World Wide Fund for Nature?

3. The Congo Basin is not the only place where forests are threatened. Challenge groups of students to locate other threatened forests throughout the world. Then have each group choose one of these forests to research. Assist each group in learning more about the forest's species, ecosystems, human interaction and threats to its existence. Direct each group to use its information to come up with a plan of action to save that forest. Have groups share their plans.

LINKS:
http://www.panda.org/
http://www.livingplanet.org/news/press/pressindex.htm
http://news1.thdo.bbc.co.uk/hi/english/despatches/newsid_40000/40182.stm
http://www.wri.org/wri/ffi/maps/
http://www.rain-tree.com/news.htm

Inside North America : Artist Entrepreneurs

1. What do Nile Rodgers, Ira Neaman and Spike Lee all have in common? What is an entrepreneur?

Why has each become an entrepreneur? Nile Rodgers comments that "what makes an artist an artist is their ability to control their random ideas." Unless an artist is a also a business owner, who (or what) controls the products of his/her creativity? Explain.

2. Are there any downsides to owning a business? How might there be negatives associated with entrepreneurism for each of the individuals profiled in the video? What happened to Spike Lee on a recent commercial shoot? What are his thoughts on the positives and negatives of entrepreneurism?

3. Invite a local entrepreneur to visit your class and talk about the experience of owning one's own business. Ask the guest speaker to discuss such aspects of ownership as start-up costs, financial support, the hands-on nature of the business and the risks and benefits of being an entrepreneur. After the presentation, generate a class discussion about the personal qualities that an entrepreneur must have in order to survive in the business world.

LINKS:
http://www.tts.uwosh.edu/career/entrep.html
http://www.cbnet.ns.ca/cbnet/comucntr/ymca/individ.html
http://www.netcore.ca/~gibsonjs/espnew1.htm

Wild Kingdom : Thai Elephants

1. What kinds of wounds and illnesses do the vets tending to Asian elephants see on the animals? Who or what has caused these problems? When was the mobile vet clinic started? What has happened to the elephant population in Thailand since 1997?

2. Assist students in conducting research to learn more about elephants and other threatened species. Share student information and discuss how humans have played a role both in the destruction and protection of each species. In class discussion, consider the resulting imbalances if each of these species were to disappear. How might humans be affected?

LINKS:
http://www.wwf.org/species/elephants/page8.htm
http://www.nationalgeographic.com/resources/ngo/infocentral/animal/elephant.html
http://www.inactive.demon.co.uk/elephant.html

EDITOR'S NOTE:
unsustainable logging
Congo Basin
summit
entrepreneur
tusk
pachyderms
animal rights

NEWSROOM CHRONICLE

Sports Page : Sports Page

1. Who is Hank Aaron? What baseball record does Mr. Aaron hold? How would you describe Mr. Aaron's character? Give an example. What baseball league did Mr. Aaron play for before he joined Major League Baseball? According to Mr. Aaron, what factors helped him to become a

successful baseball player? How did the American people react to Mr. Aaron's record setting home run? Why is it important to acknowledge and celebrate the 25th anniversary of Hank Aaron's 715th home run?

2. What is the meaning of "prejudice"? How do people become prejudiced? Is there a correlation between prejudice and segregation? Explain. How does racial prejudice affect a society? How have professional sports changed since desegregation? Do you think attitudes about race have changed in the U.S. since the height of the Civil Rights era? Explain.

3. Jackie Robinson is one example of an athlete that challenged social barriers to excel at his sport. Have students refer to print and online resources to identify athletes during the last decade who overcame social barriers to excel at their sport. Group students. Have each group select an athlete and prepare a presentation that addresses the following questions: What social or political barriers did the athlete encounter? Do these barriers exist today? What personal attributes enabled the athlete to succeed? How did the athlete impact his/her sport and society? Challenge students to identify contemporary athletes that they consider to be positive social role models?

LINKS:
http://afroamculture.miningco.com/msub1.htm?terms=racism%2C+civil+rights&COB=home
http://tbssuperstation.com/hankaaron/
http://www.bravosweb.com/players/former/aaron/
http://www.majorleaguebaseball.com/hank/foundation.sml

EDITOR'S NOTE:
Hank Aaron
segregation
Jackie Robinson
Negro League
prejudice

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CNN NEWSROOM Guide

April 9, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 02:30... 03:45
Top Story ... 02:15... 06:00
Chinese Premier Zhu Rongji visits the U.S. to address key political issues.

In the Headlines ... 02:55... 08:55
KOSOVO CRISIS UPDATE

YOUR DAILY DESK ... 00:45... 09:40
Editor's Desk ... 02:40... 12:20
A designer offers a unique collection of "Buildings of Disaster" to those fascinated with tragedy.

WORLDVIEW ... 00:25... 12:45
Political Front ... 02:25... 15:10
The annual meeting of delegates to China's National People's Congress shows some signs of slow political change.

Taking Care of Business ... 02:30... 17:40
Experts offer advice for surviving Y2K with your wallet intact.

Culture Watch ... 02:25... 20:05
"Furby" is about to invade Japan.

FYI: Vatican Saints ... 01:45... 21:50
Pope John Paul II has beatified more than 800 Catholics.

NEWSROOM CHRONICLE ... 00:15... 22:05
Roundtable Discussion: Kosovo Conflict ... 02:30... 24:35
Students share their views about the history of Yugoslavia and the Kosovo Crisis.

Our World ... 03:10... 27:45
"Jazz Discovery" is an innovative music program that teaches teenagers about jazz.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : China Visit

1. What is the purpose of Premier Zhu's visit? Why is the timing of the Premier's visit politically significant? Why did Premier Zhu almost cancel his trip to the U.S.? How is Premier Zhu's public persona different from previous Chinese leaders?

2. Have students refer to multimedia resources to learn more about the evolution of China-U.S. relations since the 1950's and the current tensions between the two nations. Have your class conduct a mock press interview of President Clinton and Premier Zhu to address the allegations of Chinese spying, human rights abuses and trade issues. Divide your class into three groups, representing either the U.S., China or the international press. The journalist group should generate a list of questions pertaining to the different issues. These questions should be reviewed by the other two groups ahead of time so that they can prepare their responses. The U.S. and China groups should select a group member to act as President Clinton and Premier Zhu. The mock interview should follow the format of a White House press meeting, where journalists take turns asking questions of the leaders. Do you think the meeting between President Clinton and Premier Zhu will alleviate tensions between the U.S. and China? Why/why not?

LINKS:
http://cnn.com/WORLD/asiapcf/9904/06/BC-CHINA-USA-ZHU.reut/
http://cnn.com/WORLD/asiapcf/9904/07/PM-China-LA.ap/
http://cnn.com/WORLD/asiapcf/9904/04/china.us.reut/index.html
http://www.ncuscr.org/

In the Headlines : In the Headlines

1. Who is Spyros Kyprianou? What is the nature of the relationship between Cyprus and Yugoslavia? Why is Spyros Kyprianou meeting with President Milosevic? Why do you think official sources are downplaying the release of the three U.S. Army hostages? Why are Serbs bewildered about NATO's second raid on the center of Belgrade?

2. Under the Geneva Convention the three U.S. Army prisoners are entitled to certain protection. Have students refer to the second website below to learn about the Geneva Convention and prisoners' rights. What are the responsibilities of the Yugoslavian government? What is the role of the Red Cross? Do you think displaying the prisoners on Serbian television after their capture was in violation of the Geneva Convention? Explain. Do you think that President Milosevic will release the hostages? Why/why not?

3. What is "propaganda"? Why do you think the U.S. considers Yugoslavia's claim that they have defeated the KLA and are restoring peace in the Southern province "empty words and propaganda"? Do you think reports made by NATO nations could be perceived as propaganda? Explain.

LINKS:
http://cnn.com/US/9904/08/captured.soldiers.06/
http://cnn.com/WORLD/europe/9904/01/geneva.conventions/index.html
http://cnn.com/WORLD/europe/9904/08/nato.attack.02/

EDITOR'S NOTE:
World Trade Organization
engagement
ideologue
prisoner of war

propaganda
Premier Zhu Rongji

YOUR DAILY DESK

Editor's Desk : Buildings of Disaster

1. What are some of the buildings re-created in the "Buildings of Disaster" collection? Who created this idea? What other line of collectible buildings do the Boyms offer? How do the Boyms respond to claims that their work is sensationalistic? Are the models accurate in their depiction? Explain.

2. What do you think of the Buildings of Disaster collection? Do you find it tacky? Interesting? Morose? Explain. Would you consider purchasing one or more of these for yourself or for someone you know? Why/why not? Do you think there is a market for this kind of product? Explain. Why do you think humans are fascinated with tragedy?

3. Initiate a class project to create a trivia game called "Where Did It Happen?" Have students gather information on historic events and buildings around the world, and create a question-and-answer style quiz game from their information. Invite students from another class to be the contestants and test the game.

4. Every building has a history, with pleasant and/or tragic moments. Challenge each student to select one building anywhere---it could be a famous or relatively unknown place---and find out what kinds of events took place there. Then have each student put himself/herself in the "voice" of that building and write a paper entitled "What these Walls have Seen." Encourage students to tell the stories of history from their buildings' "perspectives." Have students share their papers with the class.

LINKS:
http://www.greatbuildings.com/gbc.html
http://www.roadsideamerica.com/attract/WIPARlareau.html
http://www.dallasnews.com/lifestyles-nf/1121jfk.htm

EDITOR'S NOTE:
disaster
artistic license
artifacts
tacky
sensationalizing

WORLDVIEW

Political Front : China Changes

1. Why is the annual meeting of delegates to China's National People's Congress often called a "rubber stamp"? What is the scope of the assembly delegates' power? To what extent is the assembly participating more in China's government?

2. What organization controls China's government? Explain how delegates to the National Congress must be "politically correct" in order to be a part of the process.

3. Challenge groups of students to research and create side-by-side comparisons of the Chinese and U.S. political systems. Groups will want to focus on such aspects of each system as the division of power among branches or departments, the sources of political power, and the lawmaking process. Have each group present its comparison in visual (chart, diagram) form.

LINKS:
http://www.asiannet.com/china/china-gov
http://www.theodora.com/wfb/china_government.html

Taking Care of Business : Y2K Protection

1. What is Y2K? How might international problems resulting from Y2K affect business in the U.S.? Discuss what the securities industry in the U.S. is doing to keep investors confident. What are some of the measures experts advise consumers in order to protect themselves financially from Y2K?

2. What is economist Edward Yardeni predicting will happen as a result of Y2K? What is a recession? Do other experts agree with Mr. Yardeni? Explain. Challenge students to gather research on different views of Y2K's consequences. Share findings. Have each student write a paper offering his/her prediction on the financial impact of Y2K and the rationale for that view.

LINKS:
http://www.info.usaid.gov/info_technology/y2k/sitrep/y2ksitrep98apr29.html
http://www.latpro.com/articles/Y2K-rank.htm
http://www.y2k.gov.au/html/links.html
http://www.latpro.com/articles/Y2K-rank.htm

Culture Watch : Japan Furby Fever

1. What is a "Furby"? What company manufactures the Furby? How did the toy fare in a test sale in Japan? What expectations does the manufacturer have for future sales there?

2. Why do students think Furby has been so successful? In class discussion, ask students to compare Furby to other high demand toys in recent history. What makes these toys "must haves" for consumers? How do consumers' oppinions about Furby influence marketing decisions about the product?

LINKS:
http://www.game.com/furby/index.html
http://www.netwebsites.com/furby/

FYI: Vatican Saints : FYI: Vatican Saints

1. What is beatification? How many Catholics has Pope John Paul II beatified? Why is this significant? According to the pope, why do saints serve as good role models? Why do you think the pope has beatified so many Catholics?

2. What is a role model? Why are role models important? In your opinion, what are the characteristics of a positive role model? Have each student identify a role model and generate a list of adjectives that describe this role model. As a class, discuss whether both these role models and saints exemplify societal values or conflict with them.

LINKS:

http://www.vatican.va/
http://www.csn.net/advent/cathen/02364b.htm

EDITOR'S NOTE:
delegate
Communist Party
Y2K
recession
FDIC
credit report
Vatican
saint

NEWSROOM CHRONICLE

Roundtable Discussion: Kosovo Conflict : Roundtable Discussion: Kosovo Conflict

1. Why is it important to understand Yugoslavia's history and how it relates to the nation's current conflict? What is "nationalism"? According to the video, when did the Serbs first begin to identify themselves as having their own culture? Why do you think there has been an extensive history of animosity between the different ethnic groups of the Yugoslavian region? Do you think this animosity will ever be resolved? Explain.

2. In the video, a student question whether preventing another holocaust is worth dying for. How would you answer this question? Do you agree with the assertion that because the U.S. is a world superpower, the nation has a "responsibility" to support NATO's actions in Yugoslavia? Explain. Have each students write a paper discussing his/her opinion about NATO's military involvement in Yugoslavia? Direct students to refer to historical evidence to substantiate their opinions. Have students share their papers and discuss.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/
http://www.serbia-info.com/
http://www.alb-net.com/index.htm

Our World : Jazz Discovery

1. What is "Jazz Discovery"? In what way is Mr. Ridley's teaching unique? Why do you think this program is successful? Is this a program you would like to have in your school? Why/why not?

2. What is jazz? How is jazz different from other forms of music? According to Mr. Ridley, jazz is "spontaneously improvised music that uses the varying components of rhythm, melody and harmony to make statements." To enable students to better understand these three aspects of music, have students explain the meaning of rhythm, melody and harmony. Have your class listen to a diverse selection of music and have them identify the rhythm, harmony and melody in each of the songs. Next, challenge small groups of students to create their own musical composition. First, instruct groups to create rhythm by using everyday objects as percussive instruments. Once the group has established a rhythm, have group members use their voices or instruments to create a melody and, if possible, harmony.

3. Have students refer to print and online resources, including the websites listed below, to research the origin and evolution of jazz. Group students. Direct each group to prepare a multimedia

presentation about a jazz era, including the different musicians and the jazz music of that time. Compare and contrast the music of each era. Following the presentations, have students write a critique about one of the songs and the musicians' performance. Have students share their critiques and discuss.

LINKS:
http://www.jazzreview.com/linkss.html
http://www.ualberta.ca/EDMONTON/JAZZ/primer.htm

EDITOR'S NOTE:
nationalism
animosity
Ottoman Turks
holocaust
jazz
rhythm
melody
harmony

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 12, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:00... 06:30
-For some Kosovar refugees, even humanitarian aid cannot ease their suffering.
-CNN looks at the efforts of Kosovo relief agencies.

YOUR DAILY DESK ... 01:05... 07:35
Environment Desk ... 01:30... 09:05
Greater than normal temperature changes are killing many coral reefs.

Environment Desk Extra ... 01:05... 10:10
Dams and urban sprawl threaten America's rivers.

WORLDVIEW ... 00:55... 11:05
Top of the World ... 02:15... 13:20
Iraq's leaders say their new dam is proof that economic sanctions will not stop development.

Where in the World? ... 02:10... 15:30
China's government imposes new laws to protect trees.

Information Please ... 03:55... 19:25
An exhibit of Tajikistan's riches gives Americans insight into an ancient culture.

Wild Kingdom ... 01:55... 21:20
One Thai temple becomes a virtual zoo as animals look to humans for survival.

NEWSROOM CHRONICLE ... 01:00... 22:20
Kosovo Ignored ... 03:05... 25:25
Americans ignored the Kosovo story because of the Monica Lewinsky scandal.

Washington, D.C. Beavers ... 01:55... 27:20
In Washington, D.C., one of the infamous cherry tree eating beavers is nabbed.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. Why did NATO cutback their airstrikes this weekend? Who is Steve Pratt? Do you believe the Serbian allegations about Mr. Pratt? Why/why not? Do these allegations affect your opinion about Kosovo relief organizations? Explain. Why is Mr. Pratt's capture politically significant?

2. How many organizations are set-up online to help the Kosovar refugees? What type of assistance are the relief organizations providing? Are these relief organizations able to meet the refugees' needs? Why/why not? In your opinion, why have so many people donated to Kosovo relief organizations? Do you think the media has impacted the refugee relief effort? Explain.

3. Divide your class into small groups and have each group identify a relief organization. Have each group use multimedia resources to learn about the operation of the relief organization. Direct each group to prepare a presentation about the history of the organization, how it is funded and staffed, and how the organization gets its donations into the hands of the Kosovar refugees. Is the organization affective? Why/why not?

LINKS:
http://cnn.com/WORLD/europe/9904/11/care.spy/index.html
http://www.care.org/
http://www.igc.apc.org/balkans/dayton2.txt

EDITOR'S NOTE:
Down's Syndrome
humanitarian
Kosovo relief
refugees

YOUR DAILY DESK

Environment Desk : El Nino Coral

1. What gradual process has stressed coral reefs in recent years? How has the El Nino - La Nina cycle of the past two years impacted coral reefs? Why? What kinds of temperature shifts occurred in areas like the Seychelles in the Indian Ocean? Do you think thes are significant shifts? Explain. According to the story, what other cause may be responsible for coral reef deaths?

2. In an average year, how much do you think water temperature should be shifting? How does this compare to temperature shifts on land? Why is there a difference? How does temperature change as you go from shallow to deep water? In the tropics, do you think the water is deep or shallow? How do you think a significant reduction in coral reefs will affect the marine ecosystem? Other than being part of the food chain, what roles do coral reefs play in ecosystems?

3. Challenge your students to compare temperature change on land to temperature change in water by doing the following experiment: 1. Place a 5 x 7 index card (land) and a glass of water (ocean) under two different lamps that have light bulbs of equal wattage. 2. Make sure the light bulbs are of equal distance from the top of the water and the index card, and that the two lamps are separated by at least one foot. 3. Place a thermometer in the water and under the card. At thirty second intervals, record the temperature of both for five minutes. Discuss the results with your students comparing the rate of increase for water and land. Water should be much slower to heat (and also takes longer to cool). This effect is magnified as you increase the amount of water. It takes an enormous amount of heat to raise the temperature of an entire ocean one degree. Use this

experiment to help students realize why coral reefs are not used to having to react to temperature changes, especially not to a change of fifteen degrees.

LINKS:
http://www.publicaffairs.noaa.gov/coral-reef.html
http://www.enn.com/news/enn-stories/1998/07/070298/bleaching.asp

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Environment Desk Extra : Environment Desk Extra

1. What is a waterway? What are the most endangered waterways in the U.S.? Why are these waterways endangered? What is sprawl? According to the video, why is urban sprawl threatening America's rivers?

2. What is a dam? Why are dams built? According to conservationists, the operation of dams in the lower Snake River violates the Clean Water Act. Refer students to the websites below to learn more about the lower Snake River and the Clean Water Act. Why is the Clean Water Act important? As a class, discuss whether or not the dams are in violation of this act.

3. The last two websites listed below provide two different views about the threat of urban sprawl in the U.S. Divide your class into two groups to represent either the Sierra Club or the National Center for Policy Analysis. Have these two groups debate whether or not urban sprawl is jeopardizing America's environment, including the waterways.

4. Have students research the condition of a local or regional river. How long is the river? How do people and animals benefit from the river? Is the condition of the river in jeopardy? Explain. If the river were to become contaminated or dammed, how would this affect the river's ecosystem and the local community? Discuss what can be done to protect or repair this river.

LINKS:
http://cnn.com/NATURE/9903/31/sprawl.enn/index.html
http://www.cyberlearn.com/remove.htm
http://www.amrivers.org/
http://www.cnie.org/nle/h2o-15.html
http://www.ncpa.org/ba/ba287.html
http://www.sierraclub.org/transportation/sprawl/sprawl_report/

EDITOR'S NOTE:
ecosystem
sprawl
waterways
dams
coral reef
El Nino
La Nina

WORLDVIEW

Top of the World : Iraq Dam

1. Why are Iraq's leaders showing off their newest dam to the media and diplomats? What message do you think they are trying to convey? According to Iraqi officials, with what materials and equipment is the dam being built? How did international visitors respond to their tour of the dam?

Where do you think Iraq secured the $10 million needed to build the dam?

2. According to the Ministry of Irrigation, how will this dam help the people of Iraq? In general, do dams improve the quality of life? Have students work in groups to learn more about dams and what they do. Share group findings in class discussion. Does dam construction ever result in environmental, social or economic problems? Do students think the newest dam in Iraq will benefit its people? Discuss.

3. Why have economic sanctions been imposed against Iraq? Who imposed them? Assist students in consulting the Internet and other resources to learn more about these sanctions. What is the United States' position on the possible lifting of these sanctions? If Iraq is unable to export to raise revenue, how might the country have raised the money to build its newest dam?

LINKS:
http://www.irn.org/programs/review/review.html
http://www.irn.org/basics/dams.html
http://www.arabicnews.com/ansub/Daily/Day/980424/1998042437.html

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Where in the World? : China Tree Laws

1. How do some Chinese use trees to assist them in their daily exercising? Why do Beijing officials now see this as a form of "tree abuse"? What is the purpose of the recently-enacted law? What have authorities installed to assist people in their exercise routines? Is this equipment tree-friendly? Explain.

2. Is China becoming a more-environmentally conscious nation? Challenge groups of students to research China's efforts to protect and conserve plant and animal species. Then have each group use its information to create an environmental "report card" for China, and determine the government's grades in different categories. Have groups share their report cards and the rationale for their grades.

LINKS:
http://www.hkisl.net/~able_charity/
http://iucn.org/themes/ramsar/about_poyang.htm
http://www.virtualfoundation.org/proposals/grnwall001.cgi

Information Please : Tajikistan Exhibit

1. Locate Tajikistan on a world map. Of what former nation was it once a part? What evidence of the Soviet era still exists in Tajikistan's cities? How does the culture of its rural areas contrast with life in the cities of Tajikistan?

2. What kinds of items and performances might visitors to this exhibit see? What culture is primarily represented in this exhibit? Why do Tajikistan's Moslems want to share their culture with Americans?

3. Assist students in researching Tajikistan's past and present. Direct them to note points of Tajikistan's history, geography, government and culture. What ethnic and religious groups exist in this region? Why were their ways unknown to most of the world until recently? Have students share their findings. Then have the class create an informative brochure on the history and culture of Tajikistan that might be helpful to a visitor to this exhibit.

LINKS:
http://www.angelfire.com/sd/tajikistanupdate/
http://www.soros.org/tajik/tajktxtf.html

http://www.theodora.com/wfb/tajikistan_government.html

Wild Kingdom : Thai Animals

1. How have bad economic times turned the temple in the video into a "virtual zoo"? What do the human inhabitants of the temple do to help the animals survive? How could decreasing financial donations impact the animals' survival? What role do you think the Buddhist faith plays in the humans' desire to help the animals?

LINKS:
http://edweb.gsn.org/seasia/facts.thailand.html

EDITOR'S NOTE:
sanctions
irrigation
diplomat
Saddam Hussein
Beijing
Silk Route
Tajikistan
reincarnated

NEWSROOM CHRONICLE

Kosovo Ignored : Kosovo Ignored

1. What is an ombudsman? What is the focus of CNN's television show "Reliable Sources"? According to Mr. Kurtz, the media and the American public practically ignored the Kosovo story because of the Monica Lewinsky scandal. Why do you think the American people preferred the Monica Lewinsky story to the Kosovo story?

2. To what extent do you think the news media influences people's interests and opinions? Divide your class into small groups. Have each group select a television news station or a newspaper. Direct each group to compare and contrast each organization's headline stories on a given day. Note any differences in the choice of the lead stories. If differences exist, have students discuss the possible reasons for the differences. Next, direct each group to conduct multimedia research and personal interviews to learn about how the organization determines which news stories it will publish or broadcast. Following the group presentations, discuss whether or not the media was to blame for the American public's ignorance about Kosovo.

LINKS:
http://www.cmpa.com/

Washington, D.C. Beavers : Washington, D.C. Beavers

1. For what crime have Becky and Bucky been accused? What is the significance of Washington, D.C.'s flowering cherry trees? How is the National Park Service dealing with the beavers? Do you agree with the way the Park Service handled the situation? Why/why not?

2. It can be argued that the beavers are being relocated because their actions are politically incorrect, and their lifestyle doesn't mesh with the urban lifestyle of Washington, D.C. Have students define

the meaning of "urbanization." Facilitate a discussion about the evolution of urbanization in the U.S. Group students. Have each group select a region of the U.S. and identify the animals that were indigenous to the region before the westward expansion of the early 1800's. Direct each group to prepare a presentation that examines how these animals were affected by urbanization during the last 200 years. Have groups present their findings. Discuss whether or not we are currently doing an effective job of balancing urbanization with the preservation of animals.

LINKS:
http://cnn.com/US/9904/11/chomping.cherry.tree/
http://www.csh.rit.edu/~snell/beaver.html
http://www.district-of-columbia.com/cherryblossom/cherryblossom.htm

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EDITOR'S NOTE:
flora
cherry tree
tidal basin
National Park Service
ombudsman
Kosovo
news media

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 13, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 05:05... 07:35
-Montenegrin citizens are refusing to serve in the Yugoslav Army.
-Macedonian refugees in Radusha struggle to survive.

YOUR DAILY DESK ... 01:00... 08:35
Health Desk ... 01:50... 10:25
The FDA introduces a labeling regulation for over-the-counter medications.

Health Desk Extra ... 02:20... 12:45
Fictitious health threats are being circulated on the Internet.

WORLDVIEW ... 01:15... 14:00
Top of the World ... 02:40... 16:40
Tuberculosis is rampant among workers in China's countryside.

Political Front ... 03:10... 19:50
American and Cuban musicians gather in Havana for a week-long jam session.

Inside North America ... 02:25... 22:15
New York City's century-old infrastructure is badly in need of repair.

Culture Watch ... 02:25... 24:40
A mummy found in the Philippines gives anthropologists insight into an ancient culture.

NEWSROOM CHRONICLE ... 00:15... 24:55
College Online ... 03:00... 27:55
The Internet is a valuable tool for exploring higher education opportunities.

CNN NEWSROOM CLOSE ... 00:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Strike Against Yugoslavia

1. What are the two republics that comprise the Federal Republic of Yugoslavia? Why are many Montenegrins refusing to serve in the Yugoslav Army? Why is this action politically significant?

2. Have students refer to multimedia resources to review the history of the Bosnian conflict. Compare the history of the Bosnian conflict to the current situation in Montenegro. Do you think Montenegro is headed towards civil war? Explain? How might a civil war in Montenegro affect the crisis in Serbia?

3. How is the refugee camp in Radusha different from other refugee camps in Macedonia? What are the life threatening problems facing the refugees in Radusha?

4. Have students refer to multimedia resources to learn about how refugee camps manage sanitation issues and provide food for the refugees. How much food and water do people need each day to survive? Direct students to identify the health concerns associated with poor sanitation and malnutrition. Have each student to write an essay about a day in the life of a refugee family in Radusha, and how the family copes with these problems. Direct students to share their stories. Have students compare their lifestyle to the lifestyle of refugee children in Radusha.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/
http://cnn.com/WORLD/europe/9904/10/kosovo.refugees.01/index.html
http://www.gov.yu/index.html

EDITOR'S NOTE:
federation
call-up
epidemic
Montenegro
civil war
Macedonia

YOUR DAILY DESK

Health Desk : Drug Labels Update

1. What are the requirements of the new FDA drug labeling regulation? Which segments of the population are at the greatest risk for misusing over-the-counter medication? Why? What are the potential health and fiscal benefits of this new regulation?

2. Do you use over-the-counter medication? If so, what medications do you use? Do you read the direction and ingredients on the medication label? Why/why not? Direct students to the websites listed below to learn about how an over-the-counter medication is approved by the FDA for consumer use. Why are some medications available only by prescription and others are not?

3. There are about 100,000 over-the-counter drug products on the market. According to the Nonprescription Drug Manufacturers Association, in the U.S., "more than one-third of the time people treat their common, everyday health problems with over-the-counter medications." As a class, brainstorm a list of health problems that are treated with over-the-counter medications. Group students. Have each group select one of the health problems and prepare a presentation about the over-the-counter medications that are used to treat the problem. Direct groups to print and online resources to learn about the warnings and health risks associated with using these medications. If possible, have students visit a local pharmacy to identify the different types of medications that are available. Following the presentations, have students discuss whether or not

they think the new labeling regulation is necessary.

LINKS:
http://www.fda.gov/
http://ndmainfo.org/
http://cnn.com/HEALTH/9903/11/drug.labels.02/index.html

Health Desk Extra : Health Desk Extra

1. What are some of the health threats that have been circulated on the Internet? How can you tell whether or not a health threat on the Internet is valid? Why do you think people circulate false health threats? Do you think the government should regulate access to medical information on the Internet? Explain.

2. Have groups of students conduct online research to identify a list of reliable medical information websites. Have each group share its information. As a class, compile the groups' information and create a medical information Internet resource list that your class can give to your school or local library.

LINKS:
http://cnn.com/HEALTH/9904/07/internet.health.scares/index.html
http://cnn.com/HEALTH/9508/online_medicine/8-30/index.html
http://www.cdc.gov/nchstp/hiv_aids/pubs/faq/faq5a.htm
http://www.ncahf.org/

EDITOR'S NOTE:

overdose
U.S. Food and Drug Administration
labeling regulation
decongestant
Center for Disease Control
fictitious
over-the-counter medication

WORLDVIEW

Top of the World : China Tuberculosis

1. What is tuberculosis? How does patient Zhang Muqiang describe the disease? Where in China is the incidence of TB the highest? Why? Where can those who contract TB go for medical help in China?

2. According to doctors who treat these patients, in what way is the fight against tuberculosis a two-front war? What do these doctors recommend in order to conquer the disease in China? What is the major obstacle to implementing these measures? Why do you think that fighting a killer disease like TB is not a political priority for the Chinese government?

3. Assist groups of students in conducting research to learn more about tuberculosis. Divide students into groups and have each group choose one of these topics to research: How the disease affects the human body, the global tuberculosis epidemic, prevention and cure, and obstacles to treatment. Have each group present its findings as a formal report to the class. Discuss the reasons why a

disease that was believed to be disappearing has now resurfaced and is more resistant to treatment.

LINKS:
http://www.pbs.org/ppol/figures.html
http://www.noah.cuny.edu/tb/tb.html
http://www.cpmc.columbia.edu/tbcpp/index.html
http://www.who.int/gtb/index.htm

Political Front : Cuba Music

1. Who are some of the musical talents that recently assembled in Havana? What is the goal of their performance? Who is Chucho Valdes? Why does he believe that this exchange will be beneficial?

2. What is the aim of the American-based organization known as "Music Bridges"? Do you think music can erase barriers among people? Explain. How would you describe the current relationship between the U.S. and Cuba? What is the source of the friction between these two nations? How might a concert by musical talents from both nations improve that relationship?

3. Pose this question to students: Suppose you were an American musician preparing to visit Cuba to participate in a "Music Bridges" concert. What would you want to know in advance about the country and its music? Have students conduct research to learn more about Cuba's history, music and culture. Direct students to share their findings. Then have each student create an informational reference or brochure for American musicians, introducing them to life in Cuba.

LINKS:
http://www.latinolink.com/news/0331cuba.html
http://afrocubaweb.com/Music.htm
http://www.lonelyplanet.com.au/dest/car/cub.htm

Inside North America : NY's Crumbling Infrastructure

1. Why is New York City's infrastructure falling apart? How many people live in New York City? In addition to causing problems for residents and commuters, how could a crumbling infrastructure impact life in New York City? According to the city's comptroller, how much money will it take to repair the systems and structures?

2. In the video we learn that the lack of funds will force the city to prioritize which structures can be fixed and which cannot. Referring back to the video, ask students to recall some of the structures mentioned that are in need of repair. Then have them work in groups to research and list other elements of New York City's infrastructure that most likely need repairs (e.g., specific bridges, highways, buildings, public service systems, historic sites). Have each group list ten projects it would like to see addressed in order of priority. Have each group share its list. When groups share their lists, ask each group to explain the rationale behind its priorities. Discuss how difficult it will be for the city's officials to make similar choices.

LINKS:
http://iti.acns.nwu.edu/def_infr.html
http://www.columbia.edu/cu/record21/record2105.27.html
http://web.gc.cuny.edu/dept/bildn/nworeg.htm

Culture Watch : Philippine Mummy

1. When did the Philippine tribe mentioned in the video begin the ritual of mummification? When

did this practice cease? Why was the mumification process that was used on the man in the video also used on certain individuals?

2. How is the Philippine tribe's mummification ritual different from that of the Egyptians? How were the human remains protected from the elements? What threatens these remains now? Why has graverobbing become a problem? What is being done to protect the Mummy Cave?

3. How did ancient funeral and mummification practices differ among cultures? Group students. Have each choose one ancient culture and conduct research to learn more about its funeral and mummification rituals. The websites below may be helpful. Then have each group report on its findings and discuss the significance and symbolism behind that culture's practices. What can we learn from a culture's perception of life and death?

LINKS:
http://www.libsci.sc.edu/miller/Mummies2.htm
http://www.us.sis.gov.eg/egyptinf/history/html/scn03.htm
http://www.sltrib.com/1998/apr/04021998/nation_w/30828.htm
http://pluto.clinch.edu/history/wciv1/civ1ref/mummy.html

EDITOR'S NOTE:
tuberculosis
political priority
Havana
jam session
infrastructure
commute
pagan
looting

NEWSROOM CHRONICLE

College Online : College Online

1. What type of information about postsecondary education is available on the Internet? In what ways can the Internet help make the job of applying to college easier?

2. Ask each student to answer the following questions to the best of his/her ability: What is the difference between a college and a university? If you were to go to college, what type of school do you think you would want to attend? How much money does it cost to go to college? What is financial aid? How do you get financial aid? Have students share their responses. Most likely, many of your students will need to learn the answers to these questions. Assist them in consulting the appropriate resources to learn the answers to general college questions.

3. The following activity should enable your students to better understand the college application process.
    1. As a class, create a personal and educational profile of a college-bound high school senior. The profile should include the following factors: The student's name, personality, personal interests, extracurricular activities, academic interests, academic strengths and weaknesses, the number of people in his/her family, the family's income, and where he/she wants to live after high school, and any other information students think might be relevant to this student's search.
    2. Next, group students. Have each group use the Internet to identify a list of three undergraduate schools to which the group thinks the senior should apply. Direct students to

refer to the profile questions and the websites listed below to focus their search.
3. Have groups compare and contrast their findings.
4. Discuss the benefits and drawbacks of using the Internet to assist in college selection.

LINKS:
http://features.yahoo.com/college/search.html
http://www.college-quests.com/
http://cbweb1.collegeboard.org:445/csearch/cs_main.html

EDITOR'S NOTE:
Internet
scholarships
search engine
software
higher education
uga.edu

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CNN NEWSROOM Guide

April 14, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 02:00... 03:15
Top Story ... 02:10... 05:25
TEACHERS: YOU MAY WANT TO PRESCREEN THIS STORY
-President Clinton is found in civil contempt of court for his testimony in the Paula Jones lawsuit.
-CNN considers how the contempt of court charge will affect President Clinton's legacy.

In the Headlines ... 01:30... 06:55
KOSOVO CRISIS UPDATE

YOUR DAILY DESK ... 02:00... 08:55
Business Desk ... 01:35... 10:30
The U.S. government offers a "Y2K hotline" to consumers with questions about the Millennium Bug.

WORLDVIEW ... 02:00... 12:30
FYI: China's Badge Man ... 02:30... 15:00
More economic freedom prompts the growth of private enterprise in China.

Inside North America ... 03:20... 18:20
Twenty years ago, an accident at Three Mile Island rekindled the debate over the safety of nuclear power.

Taking Care of Business ... 02:55... 21:15
The fitness craze is catching on in Europe.

NEWSROOM CHRONICLE ... 01:25... 22:40
Teens Working ... 04:50... 27:30
Some experts are concerned about the effects of after-school jobs on teenagers.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : In Contempt

1. When and why did Paula Jones file a civil suit against President Clinton? Why did the judge throw

the Jones case out of court? Why has President Clinton been charged with contempt of court? Who made this charge? Why is this charge historically and politically significant? What is the difference between a civil and a criminal contempt charge? Why do you think President Clinton was charged with civil contempt rather than criminal contempt? Why has President Clinton been called "The Comeback Kid"? Do you think that title will apply to him once more? Explain.

2. Do you agree with a judge's decision to hold President Clinton in contempt for his testimony in the Paula Jones? What does it mean to be disbarred? In your opinion, should President Clinton be disbarred? Why/why not? Do you think the president should appeal this ruling? Explain.

3. As a class, discuss whether or not the contempt charge will affect President Clinton's ability to lead, or people's perceptions about his leadership ability. Do students think the contempt charge will impact his legacy?

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/04/12/clinton.contempt/
http://cnn.com/ALLPOLITICS/resources/1998/clinton.jones/

In the Headlines : In the Headlines

1. How is NATO increasing its military pressure against targets in Kosovo? Do you think the strategic bombing of these targets will stop the Yugoslav Army? Explain. Why is the allegation that NATO is damaging civilian areas politically significant? What is your opinion of the NATO bombings?

2. What does President Milosevic need to do in order for NATO to call off its airstrikes? Divide your class into two groups to debate the following question: If President Milosevic refuses to agree to NATO's conditions for resolution, should NATO send ground troops into Yugoslavia? Refer students to the websites below to prepare for the debate.

LINKS:
http://cnn.com/US/9904/13/us.kosovo.01/
http://cnn.com/WORLD/europe/9904/13/nato.attack.04/
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

EDITOR'S NOTE:
contempt of court
sanction
deposition
appeal
disbarred
contumacious
impeachment
consensual

YOUR DAILY DESK

Business Desk : Y2K Hotline

1. What are some of the concerns of consumers who call the Y2K hotline? What kinds of rumors seem to persist about the Millennium Bug? Why do you think these rumors continue to exist? Who sponsors this hotline? Do you think the hotline is good use of taxpayer funds? Explain.

2. Generate a class discussion about the use of the consumer hotline in business and government. Point out that in the private sector, many companies have consumer 800 numbers not only to assist the consumer in the use of the product, but also to inspire brand loyalty. Discuss how the hotline offers the consumer a service in addition to the product he/she has purchased. Then send students on a hotline "scavenger hunt," to locate as many products that have 800 numbers as possible, and have students list the products and numbers. Share student lists. Generate a class discussion about the expenses incurred in operating a consumer hotline. Do students think consumer hotlines are always a good investment for the business? For the government?

3. The Federal Trade Commission operates the federal Y2K hotline. What is the role of the FTC in trade and commerce? Have students consult the first website below to learn more about the FTC. Discuss reasons why government intervention is sometimes necessary in business, even in a free market economy. Challenge each student to find at least one other federal agency or department that has a role in trade, commerce or business.

LINKS:
http://www.ftc.gov/
http://www.ftc.gov/bcp/conline/edcams/y2k/index.html
http://www.mobankers.com/chl.htm
http://www.siu.edu/departments/coba/mktg/courses/mktg305/lectures/intro/sld008.htm

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EDITOR'S NOTE:
Y2K
stockpiling
database
Y2K compliant
inoculated

WORLDVIEW

FYI: China's Badge Man : FYI: China's Badge Man

1. What is Chung's business? Could his business have been possible in China 25 years ago? Explain. What kinds of economic changes have Chinese officials implemented in the past two decades? Will the state-run sector still play a role in China's economy?

2. How does the "Badge Man" feel about his economic opportunity? When did he start his business? How successful has he become? What is a "rags to riches tale"? How is Chung's story such a tale? Are you surprised to see this kind of success story in China? Explain.

3. What economic reforms have taken place in China since the death of Chairman Mao? How are these reforms opening China to international business opportunities? Assist groups of students in conducting research to learn more about China's economic system and its evolution in recent years toward a free market. Share group findings. What evidence is there that the state-run sector is still alive and well in China? What evidence exists that points to a turn toward free enterprise? Challenge each group of students to weigh the evidence and make predictions about the state of China's economy 20 years from now.

LINKS:
http://www.nyconsulate.prchina.org/news/RestructuringEconomicSystem.html
http://www.cato.org/pubs/journal/cj16n2-3.html
http://www.chinaolympics.com/ctoday/economic.htm

Inside North America : Three Mile Island Anniversary

1. Where is the Three Mile Island nuclear plant located? What happened at the plant on March 28, 1999? What did the governor of Pennsylvania advise nearby residents to do? What were scientists saying about the possibility of exposure to radiation? Why were scientists at the Nuclear Regulatory Commission concerned?

2. How did President Carter help to calm the fears of many who lived near the plant? Who was the other "calming voice" at the center of the crisis? What was his role? Has the plant recovered from the accident? Has the reputation of nuclear power recovered? Explain.

3. Ask students to consider this question: Twenty years after Three Mile Island, are we convinced that nuclear power is safer or more dangerous than in the past? Direct groups of students to research both sides of the nuclear power debate. Within the groups, have students share and discuss their findings. Have each student write a position paper focusing on the legacy of Three Mile Island: Did the accident prove that safety measures make nuclear power safe, or did it prove that nuclear power is dangerous?

LINKS:
http://www.junkscience.com/news/three-mile-island.html
http://www2.gpu.com/home/domestic/gpunuclear/tmianncontent.htm
http://www.ratical.com/radiation/CNR/Moratorium.html
http://dir.yahoo.com/Society_and_Culture/Environment_and_Nature/Disasters/Nuclear_Disasters/Three

Taking Care of Business : Euro Fitness

1. What are some of the international fitness companies that are setting up shop in Europe? What is fueling the demand for fitness clubs there? Approximately what percent of the U.S. adult population belong to fitness clubs? How does that compare with percentages in Britain, Germany, and France? Why do you think fitness companies see a potential for growth among these numbers?

2. According to the video, what kinds of health clubs seem to do well in Europe? Besides club membership, what other products and services do fitness clubs offer in the U.S.? Do you think these products and services are likely to be well-received in Europe? Why/why not?

3. Poll students in your class to determine which European languages they speak, or are taking in school. Then divide the class into small groups by common language. Direct each group to consult the websites below and other resources to learn more about the benefits of exercise. Then direct each group to create a poster or print ad advertising these benefits on behalf of a local health club, but the group's challenge is to create the poster or ad in its chosen European language. (NOTE: If there are students who do not speak or take a European language, have them assist in research and in creating artwork for the poster/ad.) Have each group present its work.

LINKS:
http://www.healthy.net/Fitness/index.html
http://www.healthy.net/Fitness/health/index.html
http://www.nutristrategy.com/health.htm

EDITOR'S NOTE:
private sector
socialist

amendment
entrepreneur
Three Mile Island
radiation
Jimmy Carter
health awareness

NEWSROOM CHRONICLE

Teens Working : Teens Working

1. Why do some experts want to institute national standards to limit the number of hours 16 and 17 year olds work? Why does Alison work three part-time jobs? What measures have high schools in Indianapolis taken to ensure that working students are able to manage their course work? Do you agree with this policy? Explain. Do you think students who have to help support their families should be given special consideration with regard to this policy? Why/why not?

2. Have you ever held a job? If so, what were the benefits and drawbacks to working? What skills did you learn from working? For those students who have not held a job, how do you spend your free time? Do you think working keeps teenagers out of trouble? Explain. How do your parents feel about teenagers working? Do you think teenagers should work? Why/why not?

3. According to Dr. Wegman, when a teen spends all his/her time in school, working and sleeping it "narrows the scope of life and the expectations of (his/her) future life." What does this statement mean? Do you agree with this statement? Why/why not? What social values do you think Dr. Wegman's philosophy promotes?

4. Have students refer to multimedia resources, including the websites below, to learn about the history and significance of child labor laws. Group students. Direct each group to select an industrialized nation and research the history of child labor and child labor law in that country during the last century. Following the presentations discuss whether or not the U.S. government should regulate the number of hours teens work.

LINKS:
http://7-12educators.miningco.com/library/weekly/aa092697.htm?iam=mt
http://www.humboldt1.com/~jedwards/childlab.html
http://www.dol.gov/

EDITOR'S NOTE:
U.S. Department of Labor
child labor
work permit
national standards

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 15, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 03:30... 06:00
U.S. taxpayers, young and old, face the annual dreaded deadline at midnight tonight.

In the Headlines ... 03:10... 09:10
KOSOVO ALBANIANS BOMBED

YOUR DAILY DESK ... 00:50... 10:00
Science Desk ... 01:50... 11:50
New research shows chitin, a chemical found in crustacean shells, may have many useful applications.

Science Desk Extra ... 02:30... 14:20
Technology aids U.S. Marines as they train for future wars that could be fought in cities.

WORLDVIEW ... 00:25... 14:45
Political Front ... 02:40... 17:25
Israeli withdrawal from Lebanon is a central issue in the upcoming Israeli general election.

Inside North America ... 07:10... 24:35
CNN profiles the work of photographer Jack Leigh.

NEWSROOM CHRONICLE ... 01:00... 25:35
Refugee Aid ... 02:05... 27:40
International relief agencies increase their efforts to obtain aid for the Kosovo refugees.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Tax Man Cometh

1. Approximately how much money will the federal government make from income taxes this year? According to a recent CNN/USA TODAY Gallup poll, how do most Americans feel about the amount of money that they pay in taxes? Why do you think they feel this way?

2. What is the Internal Revenue Service? According to the IRS, how much federal income tax is taken from a student who makes about $100 per week? What other taxes are deducted from any worker's paycheck? How do some of the students in the video feel about these deductions? Do you think it is an obligation of citizenship for individuals under the age of 18 to pay payroll taxes, or do you consider it "taxation without representation"? State your rationale.

3. Ask students if they know how their federal taxes are spent. Have students call out some of the expenditures. Write these on the board. Then divide the class into groups and challenge each to find out what percentage of each federal tax dollar is spent on different national needs. Direct groups to create pie charts to illustrate the percentages (these may vary slightly). Have each group share its pie charts. Were students surprised by what they found? Do they think their money is well-spent? If not, how would they prioritize the expenses the federal government pays? Discuss.

4. The current income tax system was born with the ratification of the 16th Amendment earlier this century. Direct students to find the text of this amendment and read it. As a class, discuss the meaning and intent of the amendment. Distribute copies of current U.S. and state tax forms to students to inspect and note their reactions. How would they describe the current tax system? Why do they think it has become so complicated? Do they think the sponsors of the 16th Amendment would approve of the current system? Why/why not?

5. Throughout the years there have been many criticisms of the current U.S. tax system. Some charge that tax forms are too complicated, forcing people to pay others to prepare their returns. Others believe that workers in differing tax brackets pay too much (or too little). Group students. Have each group research one proposed alternative to the current tax system. Among some proposals are a "flat tax," a simplified tax system with almost no deductions, and the elimination of the federal income tax in favor of a "national sales tax." Instruct each group to gather information about one alternative, including its benefits and drawbacks, and report back to the class. Which interests, political and otherwise, might be in favor of each? Who might be opposed? Why?

   EXTENSION: The federal income tax is a progressive tax. What does this mean? Assist students in researching progressive taxation. What is the opposite of a progressive tax? Which one do students think is the more fair method of taxation? Discuss.

LINKS:
http://www.bygpub.com/books/tg2rw/chap1excerpt.htm
http://www.treas.gov/irs/ci/tax_fraud/pub2105.htm
http://www.lp.org/platform/tax.html

In the Headlines : In the Headlines

1. According to Serb authorities, what happened to the group of ethnic Albanians in Southwestern Kosovo? How has NATO responded to these allegations? What are the political ramifications of this incident for both Serbia and NATO? Do you think it is important to know the truth about the cause of the incident? Why/why not?

2. On April 12, the Yugoslav federal parliament voted to establish an alliance with Russia and Belarus. Have students refer to multimedia resources, including the second website below, to learn about the history of Yugoslavia's relationship with Belarus and Russia. Why is this alliance historically significant? How might Serbia's union with Belarus and Russia impact the future of the Yugoslavian conflict?

3. Under what conditions has President Milosevic agreed to negotiate peace in Kosovo? Group students. Have each group represent either the NATO alliance, the Serbian government, the Kosovo refugees, or the Serbian civilians. Conduct a roundtable discussion about whether NATO should agree to President Milosevic's provisions and stop its airstrikes.

LINKS:
http://cnn.com/WORLD/europe/9904/14/refugees.02/
http://cnn.com/WORLD/europe/9904/12/BC-Yugoslavia-SlavicAlli.ap/
http://www.nato.int/
http://www.serbia-info.com/

EDITOR'S NOTE:
federal income taxes
Internal Revenue Service
Social Security
convoy
exile
Orthodox Slav
denunciation
Medicare

YOUR DAILY DESK

Science Desk : Shrimp Plastic

1. From where is chitin derived? How plentiful is it? What has prevented scientists from working with it in the past? What group is responsible for the most recent chitin research? How does the story explain the process of stripping protein out of crustacean shells to access their chitin?

2. What role do you think the empty chitin-bearing crustacean shells play now? If many large-scale uses for chitin are developed, what impact might their removal have on the chitin's natural ecosystems? Why?

3. Working in small groups, have your students research the benefits of using chitin in one of the following new applications: Antifungal/antibacterial cream, fungus resistant seed coatings, organic (biodegradable) plastic, paper, blood clotting agents, and fat-blocking drugs. Have each group give an oral presentation explaining how chitin is to be processed for use in its specific application, and the advantages and disadvantages of a chitin-based product versus existing products. Afterwards, discuss whether students think chitin is a renewable or non-renewable resource, and how this might affect its use in the future.

LINKS:
http://www.chitosan.org/chitosan/Chemistry/history.htm
http://www.inprotv.com/history.htm
http://www.mdsg.umd.edu/MDSG/Communications/MarineNotes/Mar-Apr97/side1.html

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Science Desk Extra : Science Desk Extra

1. What percentage of the world's population will be living in cities by the year 2025? How does this increase the likelihood that future armed conflicts could be fought in urban areas? What are the U.S. Marines doing to prepare for this possibility? Describe some of the technology they are using that is suited to urban warfare.

2. U.S. military analysts claim that had Saddam Hussein invaded Kuwait City and fought the war in an urban setting, the Gulf War would have been very different. Discuss how an urban confrontation could have changed the nature of the Gulf War. How was the war actually fought? Who had the tactical advantage in that case? Based on what you have seen in the video, who do

you think would have had the advantage in an urban Gulf War? Why?

3. Technology is a vital element in modern warfare, but armed conflict in previous centuries was often a primitive operation. Group students. Have each choose one period and research its military history, including the causes of war and the elements of warfare such as weaponry and strategy. Have groups present their findings in chronological order. Discuss how armed confrontation has evolved, and how changes in warfare have contributed to changes in political maps.

LINKS:
http://www.nando.net/newsroom/ntn/politics/052098/politics28_25406_noframes.html
http://www.fcw.com/pubs/fcw/1998/0720/fcw-agittest-7-20-98.html
http://www.seas.gwu.edu/student/reto/infowar/history.htm

EDITOR'S NOTE:
crustacean
biodegradable
crop-enhancers
chitin
fungus
hemophiliac
urban military operations
demographers

WORLDVIEW

Political Front : Israel and Lebanon

1. Who is Benjamin Netanyahu? According to the video, why is Mr. Netanyahu reluctant to withdraw from Lebanon? How is Mr. Netanyahu perceived as a politician? How might Mr. Netanyahu's political reputation serve him both domestically and internationally? Who is Yasser Arafat? What is Mr. Arafat's political goal for Palestine? What is the state of relations between the U.S. and Israel, and between the U.S. and Palestine?

2. Refer students to the websites below to learn more about the history of Israel and its neighboring Arab nations. Group students. Have each group prepare a presentation about one of the following topics: The origin of the Israel-Arab conflicts; the history of the Palestine Liberation Organization; the evolution of Syria's relationship with Lebanon; the significance of the West Bank, Golan Heights and the Gaza Strip; the Oslo and Wye River accords; America's interest in Israeli-Arab affairs. Direct each group to present its findings. Following the presentations discuss whether or not Israel should leave Lebanon and whether or not the U.S. should remain neutral about Mr. Netanyahu's political dealings with Lebanon and Palestine. As a class, consider whether or not peace can be achieved in the Middle East.

LINKS:
http://www.arab.net/palestine/palestine_contents.html
http://cnn.com/WORLD/struggle_for_peace/background/
http://cnn.com/WORLD/struggle_for_peace/points.html
http://community.cnn.com/cgi-bin/WebX?13@@.ee76f97
http://cnn.com/WORLD/meast/9812/16/israel.01/
http://cnn.com/WORLD/meast/9903/20/israel.palestine/

Inside North America : Jack Leigh

1. Who is Jack Leigh? What photograph did Mr. Leigh take that earned him national recognition? According to Mr. Leigh, what is "the essence of photography"? Why are Mr. Leigh's photographs unique? How did the authors Pat Conroy and James Dickey influence Mr. Leigh's work? Why is Mr. Leigh's work culturally significant?

2. What makes a photograph visually appealing? What skills do you think a photographer should possess? Mr. Leigh draws parallels between his photographs and music. How do different artistic mediums, such as dance and music, convey ideas and emotions? Give examples.

3. Refer each student to photography books or to the websites below to select a photograph that he/she finds interesting. Direct each student to write a paper that addresses the following questions: Why did he/she select the photograph? What thoughts and emotions does the photograph evoke? What elements make the photograph unique? What story do you think the photograph tells? Next, prior to students sharing their papers, have each student show his/her photograph to the class and ask his/her peers to share their thoughts and feelings about the photo. Discuss why photographs often mean different things to different people.

LINKS:
http://nuovo.com/southern-images/southern-images.html
http://www.nmsi.ac.uk/nmpft/
http://www.photographymuseum.com/guide.html

EDITOR'S NOTE:
Jack Leigh
photography
nuance
Savannah
Benjamin Netanyahu
Lebanon
Golan Heights
Yasser Arafat

NEWSROOM CHRONICLE

Refugee Aid : Refugee Aid

1. What type of donations are relief organizations delivering to Kosovo refugees? According to relief organizations, what is the preferred type of donation? Why?

2. Macedonia, Montenegro, and Albania are the three main destinations of for Kosovo refuges. As a class, refer to the websites below to learn about the current status of the refugee situation in each of these nations and the potential problems associated with providing long-term assistance to Kosovo refugees. Next, divide your class into three groups. Have each group research the geography and the location of the refugee camps in either Macedonia, Montenegro, or Albania. Direct each group to prepare a presentation about the logistical challenges of getting international aid to the refugees. Have each group create a map of its nation, and use the map to illustrate the location of the camps and the geographic obstacles to distributing aid. Following the presentations, consider possible solutions for providing long-term assistance to the Kosovo refugees.

LINKS:
http://cnn.com/interactive/specials/9903/kosovo.refugee.map/frameset.exclude.html

http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

EDITOR'S NOTE:
relief agency
refugees
Kosovo
Albania
Macedonia

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CNN NEWSROOM Guide

April 16, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 02:00... 03:15
Top Story ... 04:50... 08:05
CNN NEWSROOM correspondent, Jason Bellini, goes on board a humanitarian airlift into Albania.

YOUR DAILY DESK ... 01:00... 09:05
Editor's Desk ... 02:05... 11:10
A new study by the American Medical Association finds that cartoon characters are drinking and smoking to a surprising degree.

CNN NEWSROOM OPEN ... 01:10... 12:20

Inside Africa ... 02:50... 15:10
Ethiopia's explusion of the Eritrean-born has destroyed families and raised objections from human rights groups.

Fast Fact ... 02:35... 17:45
India's Lake District is losing its bodies of water.

Who, What, Where? ... 04:35... 22:20
The 700-year old Basilica of St. Francis is still being repaired two years after a powerful earthquake.

NEWSROOM CHRONICLE ... 00:30... 22:50
Sibling Harmony ... 04:35... 27:25
CNN NEWSROOM profiles Gil and Orli Shaham, sibling musical prodigies.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : The Balkan Crisis

1. Have students identify Germany and Albania on a map. Which organizations were involved in getting the humanitarian airlift to Albania? What types of humanitarian aid is being brought into Albania? How are these supplies distributed? What are the responsibilities of the international volunteers? Why do you think these individuals have chosen to volunteer?

2. According to Mr. Bellini, what are the conditions like for journalists in Albania? What has made the biggest impression on Mr. Bellini since he began his journey into the Balkans? In your opinion, what impact have journalists had on the Kosovo refugee situation?

3. Divide your class into three groups. Have each group represent either Albania, Macedonia or Montenegro. Tell your students to imagine that they are journalists who are about to embark on a trip to cover the refugee situation in either Albania, Macedonia or Montenegro. Direct each group to determine the information that they will need to prepare for this trip. Have each group refer to print and online resources, including the websites below, to write brief that provides this information. Have groups compare and contrast their information.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

EDITOR'S NOTE:
Albania
airlift
humanitarian
relief efforts

YOUR DAILY DESK

Editor's Desk : Media Health & Kids

1. According to Dr. Goldstein, what fraction of the kids' films he examined depicted characters or scenes with alcohol and tobacco? Is it just the "bad guys" who are displaying this kind of behavior? Explain. How has the Walt Disney Company responded to this study? According to the AMA, what message should this study send to parents who buy G-rated animated videos for their children?

2. Do you think negative behavior among cartoon characters has a lasting impact on children? Explain. Why is the cultural critic interviewed in this video not alarmed by this situation? Do you agree or disagree with this reasoning? State your rationale.

3. Do students think young children are affected by some of the negative behavior they see on television and in children's movies? Ask each student in your class to interview a young family member to determine who his/her favorite television or movie cartoon characters are, and whether those characters ever exhibit bad behavior. Have students ask the young children what kind of bad behavior, if any, is displayed by their favorite characters. Have students share their findings. Which characters seem to be the most popular? Do any of them engage in negative behavior, such as smoking, drinking, or violence? What conclusions can students draw if the favorite characters of most young viewers are also negative characters? Discuss.

LINKS:
http://ericps.crc.uiuc.edu/npin/respar/texts/media/n00049.html
http://www.cyfc.umn.edu/Documents/C/C/CC1016.html

EDITOR'S NOTE:
animated

G-rated
villains
public health
American Medical Association

CNN NEWSROOM OPEN

Inside Africa : Eritrea Deportees

1. Who is Belai Hapton? How has he brought honor to Ethiopia? Why has he now fled the country? Why is the Ethiopian government deporting people of Eritrean origin? How has the deportation affected families in Ethiopia?

2. What do students know about Eritrea? Have them work in groups to learn more about its geography, history and political climate by using the first two websites below as well as other resources. Discuss reasons for the tensions between Eritrea and Ethiopia.

3. Nationalism is often a major factor behind conflict. Challenge groups of students to locate other conflicts around the globe with their roots in nationalism (the current Kosovo crisis is one good example) and share their findings. Discuss how students believe the international community should react to expulsion, ethnic cleansing and other such acts of force by one group against another in the name of nationalism. (**NOTE TO TEACHERS:** The last website below, the Amnesty International Site, may contain accounts and graphics too intense for some students. Please review this site to determine whether it is appropriate for your class.)

LINKS:
http://www.cs.indiana.edu/hyplan/dmulholl/eritrea/eritrea.html
http://www.odci.gov/cia/publications/factbook/er.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Eritrea.html
http://www.amnesty.org/

Fast Fact : India Lakes

1. How many lakes used to exist in India's Lake District? How many exist now? What is happening to the lakes? According to environmentalists, who or what is to blame?

2. What role does tourism play in the local economy? How does this fact create somewhat of a dilemma for government officials? What steps has the state government taken to preserve the remaining lakes? Have these steps been successful? Explain. What does the Lake Authority need in order to save the lakes?

3. India is a large and diverse country, home to many plant and animal species and their habitats. Have students work in groups to learn more about India's biodiversity and what the Indian government is doing to protect the environment. Share group findings. Discuss the threats to India's ecosystems. Do students believe that India's large human population can peacefully coexist with its plant and animal habitats?

LINKS:
http://www.wcmc.org.uk/igcmc/main.html
http://www.nic.in/envfor/mef/125days/125days.html#index
http://mapsofindia.com/maps/index.html

Who, What, Where? : Basilica Repair

1. Why were art historians as frantic as emergency crews after an earthquake rocked the Basilica of St. Francis of Assisi? Where was the real damage to this church located? Why is the basilica historically and religiously significant?

2. What is a fresco? What are some famous examples of frescoes? Describe some of the things artists and historians are doing to preserve and repair the frescoes at the St. Francis Basilica. In what way is the basilica "an architectural cornerstone of Italy"? How has the local economy suffered as a result of the damage to the basilica? What is being done to protect the basilica from future quakes? What is the downside to this protection?

3. Point out to students that the artists, historians and engineers have two tasks, first, to repair and reinforce the actual basilica structure and second, to restore the artwork inside. What kinds of skills and procedures are involved in restoring artwork? Invite a professional from a local art gallery or art restoration business to address the class on what it takes to restore priceless art. Do students think the money, time and effort used to restore the frescoes at the Basilica of St. Francis is well spent? Why do they think some art is so valuable?

LINKS:
http://www.dilos.com/region/crete/knos_pct.html
http://www.s-t.com/daily/09-97/09-28-97/a12wn043.htm
http://www.luckycat.com/restoration/

EDITOR'S NOTE:
deportee
reprisal
Himalayas
ecologists
basilica
St. Francis of Assisi
Renaissance
fresco

NEWSROOM CHRONICLE

Sibling Harmony : Sibling Harmony

1. Who are Gil and Orli Shaham? Why are they considered musical prodigies? How has Gil influenced Orli's musical career? What was the "turning point" of Gil's career? What is the difference between a musical prodigy and a talented musician? What personal attributes have enabled the Shahams to become successful musicians?

2. What is your opinion of classical music? According to the Shahams, one of their goals is to make classical music more appealing to younger audiences. Divide your class into small groups. Challenge each group to name as many classical composers and classical musicians as they can in five minutes. List the groups' responses on the board. Next, have each group name as many contemporary musicians as they can in five minutes. List the groups' responses on the board. Note the differences between the students' knowledge of classical and contemporary music. As a class, discuss the reasons for these differences.

3. Have students refer to the first two websites listed below to generate a list of classical composers. Group students. Have each group select one of the composers and prepare a multimedia presentation about the life and music of this individual. The presentations should be given in

chronicle order, beginning with the oldest composer. Following the presentations, discuss what can be done to make classical music more appealing to younger audiences.

LINKS:
http://members.aol.com/cbeginners/index.htm
http://www.cl.cam.ac.uk/users/mn200/music/composers.html
http://www.classicalinsites.com/live/performa/spot/shaham/fs_discogra.html
http://www.houstonpress.com/1998/082798/music2.html

EDITOR'S NOTE:
prodigy
classical music
ambition
harmony

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CNN NEWSROOM Guide

April 19, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:45... 05:00
Kosovar Albanians from Europe return to Kosovo to find their families and to defend their land.

YOUR DAILY DESK ... 01:00... 06:00
Environment Desk ... 02:25... 08:25
Debate is heating up about whether or not to store nuclear waste at Yucca Mountain, Nevada.

WORLDVIEW ... 01:10... 09:35
Top of the World ... 02:35... 12:10
The Asian economic crisis prompts a rise in child labor in the Philippines.

Taking Care of Business ... 02:30... 14:40
South Korea's plan to restructure its big five industries meets resistance.

Inside Africa ... 05:35... 20:15
Millions of students visit the Turkana Desert via "AfricaQuest."

NEWSROOM CHRONICLE ... 01:10... 21:25
Stories of War ... 02:25... 23:50
A new, multimedia performance dramatizes interviews with survivors of war and inner city violence.

Radio High School ... 03:40... 27:30
CNN NEWSROOM takes a look at the most popular high school radio station in America.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. According to the video, how has the conflict in the Balkans escalated during the last two days? Why do you think Serbia has cut off diplomatic relations with Albania? How do you think this action will impact the conflict? According to the Serbians, why are the ethnic Albanians fleeing Kosovo? Do you agree with this assertion? Why/why not? Do you think NATO should increase

the intensity of its campaign? Explain.

2. Why are Kosavar Albanians from Europe returning to Kosovo? How do these volunteers feel about returning to Kosovo? Do you think these individuals are adequately prepared to fight? Explain. Is there an issue or cause that you would risk your life to defend? Explain.

3. Ask students to describe how they feel when they see the violent images of the Kosovo conflict on television. As a class, discuss whether or not the students' feelings and perceptions about the Kosovo crisis have changed since the conflict began 27 days ago. Compare and contrast the students' responses.

LINKS:
http://cnn.com/WORLD/europe/9904/18/kosovo.02/
http://cnn.com/WORLD/europe/9904/18/nato.attack.01/index.html
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html

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EDITOR'S NOTE:
Balkans
landmine
diplomatic relations
Bari, Italy
patriotism

YOUR DAILY DESK

Environment Desk : Yucca Mountain

1. About how much nuclear waste is left over from the cold war? Where did this waste come from? Where is it being stored? Why do you think scientists feel it needs to be moved? How long will it take for the nuclear waste to decay to the point where it is no longer toxic? How are government scientists proposing that the waste be stored? According to the scientists in the story, what characteristics of Yucca Mountain, Nevada make it ideally suitable for depositing nuclear waste?

2. Why do you think scientists believe the depth of the area's ground water is an important factor to consider when choosing a storage site? How do the people of Nevada feel about storing nuclear waste in their state? What role do earthquakes play in their protest? Do you think their argument is strong enough to cause the government to reconsider the waste's placement? Why do you think scientists are trying to find out how the mountain responds to high levels of heat? Do you think heat from heaters is the same as the heat given off from the decay of radioactive elements? Why/why not?

3. Inform students that they will be participating in a debate to decide whether or not the Yucca Mountain Project (YMP) will become a long-term nuclear waste storage site. Refer students to multimedia resources, including the websites below, to learn about "radioactive waste" and "nuclear waste." Divide your class into three groups. Have each group represent either the Nevada citizens who are against the YMP, the US Department of Energy engineers and scientists who are in favor of the YMP, or a congressional committee. Assist the congressional committee group to establish how it will determine whether or not the YMP will become a long-term nuclear waste site. Have the congressional committee group hear the groups' arguments, and then determine its ruling. Following the debate, have the class try to identify why certain aspects of the debate were hotly contested, while others were barely touched upon. Also, discuss whether students think their mock debate was an accurate representation of what might happen in a real debate.

LINKS:
http://www.sepa.org.uk/education/radioactivleaflet.htm
http://www.state.nv.us/nucwaste/index.htm
http://www.ymp.gov/
http://www.history.rochester.edu/class/EZRA/LongTerm.htm
http://www.history.rochester.edu/class/EZRA/

EDITOR'S NOTE:
radioactive waste
nuclear waste
radioactive decay
Cold War
Yucca Mountain
nuclear weapons
fuel rods

WORLDVIEW

Top of the World : Philippines Poor Children

1. What are some of Manila's poor children doing to earn money? Why are so many of them resorting to labor to help their families? According to current estimates, how many working children are there in the Philippines? If child labor is illegal in the Philippines, why don't community leaders act to resolve the issue?

2. Generate a class discussion about the Asian economic crisis and the effects it is having on the people of these countries. Contrast this economic situation with the current economic climate in the U.S. Point out to students that in spite of relative prosperity, many American children still live below the poverty line. Direct groups of students to conduct research to learn why. Have each group focus its research on the causes of child poverty in the U.S. and share its findings. Discuss why a good economy is not a guarantee of a good quality of life for all.

3. Child labor is illegal in many countries yet it is prevalent throughout the world. Group students and have each conduct research to learn more about child labor in a specific country. What regulations are in place to restrict the age that individuals can work in that country? Are these regulations enforced? Have groups present and compare their findings. Discuss reasons why child labor laws are often ignored in some countries, and what can be done to improve the quality of life for those children who work due to economic crisis.

LINKS:
http://www.un.org/
http://www.globalmarch.org/about_the_march/19_manila_kickoff.htm
http://www.ssc.wisc.edu/irp/faq6.htm
http://cpmcnet.columbia.edu/dept/nccp/98Upress.html

Taking Care of Business : South Korea Shakeup

1. What are the top five companies in South Korea? What is the government of South Korea attempting to get them to do, and why? In your own words, explain what a "subsidiary" is. Why do you think each of these companies is reluctant to give up its subsidiary?

2. Generate a class discussion about mergers and acquisitions. When are mergers and acquisitions

good for business? Under what conditions might they have negative effects? Why do students think the Korean companies are less than enthusiastic about these "big deals"? What other factor adds to the negative response? Why are the workers opposed to these deals?

3. Assist students in conducting research about the government-sponsored breakup of South Korea's chaebols (big businesses). Discuss the problems the government has encountered in pursuing this economic agenda. Ask students to consider when, and under what circumstances, they think a national government should intervene in a free market economy. Have students write position papers supporting or criticizing the action of the South Korean government as it tries to restructure the chaebols.

LINKS:
http://www.cnnfn.com/digitaljam/newsbytes/122905.html
http://www.iht.com/IHT/DK/98/dk032498.html
http://www.sunypress.edu/sunyp/backads/html/kimbigbusiness.html

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Inside Africa : AfricaQuest

1. What kind of expedition was AfricaQuest? Who were some of the professionals on this expedition? How were students able to "join" this team?

2. Who are the Turkana? How would you describe this indigenous people? Explain how they have adapted to the harsh environment in which they live. How did cultural barriers between the bikers and the Turkana cause some problems? How were these obstacles overcome?

3. Challenge students to pretend that they have been invited to become part of the biking team traveling across the Turkana Desert in AfricaQuest. What would they need to bring? What would they wear? Where would they be traveling? What would they expect to see? Divide students into groups and have each research the answers to these questions. Then challenge each group to write a five-day "journal" of the experiences encountered along a part of this trip.

LINKS:
http://quest.classroom.com/archive/africaquest1998/default.htm
http://www.museon.nl/objextra.eng/kenya.html
http://www.museon.nl/objextra.eng/turkana.html
http://volcano.und.nodak.edu/vwdocs/volc_images/africa/turkana.html

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EDITOR'S NOTE:
Manila
child labor
unemployed
conglomerates
subsidiary
chaebol
archaeologist
Turkana

NEWSROOM CHRONICLE

Stories of War : Stories of War

1. What is the "The Road Home"? Why were survivors' stories used as the basis for the show?

According to the video, what are some of the universal effects of war? What is the goal of this production? Why is this production socially and politically significant?

2. Why do you think people engage in violent behavior? How do you think this production might impact different groups of people, such as school children and government officials. Do you think this production alone can stop violence? Why/why not?

3. Have students refer to multimedia resources, including today's NEWSROOM Top Story and the websites below, to review the impact of the Yugoslavian conflict on the ethnic Albanians and on the Serbian civilians. As a class, generate a list of ways that these two groups of people have been affected by the violence. Group students. Inform your class that each group will develop a dramatic production to educate their peers about the Yugoslavian conflict and the impact of the violence. Next, have each group create a character that is involved in the Yugoslavian conflict, such as a refugee, a Serbian civilian, or a soldier. Instruct each group to write a short story that describes the character's experience of being victimized by wartime violence. These stories should be written from the character's perspective. Once the stories are completed, assist each group to generate a script based on its story. Have each group perform its production. Following the performances, have the class conduct a critical discussion with audience members about why the violence in Yugoslavia is escalating, and what can be done to stop the violence.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html
http://cgi.pathfinder.com/time/daily/special/photo/kosovo6/index.html

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Radio High School : Radio High School

1. Why has the radio station at Nathan Hale High School been called the most influential radio station on the West Coast? How did the radio station get its start? What is the role of the Federal Communications Commission?

2. What are the different elements involved in running the radio station at Nathan Hale High School? What types of skills do you think students develop by working at the radio station? Can these skills be transferred to other vocations? Give an example.

3. The radio station is one example of a high school vocational program. Group students. Direct each group to select a city within their state. Have students use print and online resources, and personal interviews, to learn about the vocational education programs available at the city's high schools. Have groups identify how the schools and the school districts determine the schools' educational programming. Instruct each group to share its information. Compare and contrast the different educational programs. Which of these programs are the most successful? Why? What are the benefits and drawbacks of these programs? Do you think all high schools should provide vocational opportunities? Why/why not?

LINKS:
http://www.fcc.gov/
http://pegasus.cc.ucf.edu/~sorg/vocation.html
http://inet.ed.gov/

EDITOR'S NOTE:
radio broadcasting
Federal Communications Commissions
genocide
atrocities

compassion
The Hague
wire stories

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 20, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 02:00... 03:15
Top Story ... 04:55... 08:10
The exodus of Kosovar Albanians continues.
The U.S and Serbia are using televised propaganda to gain international support.

YOUR DAILY DESK ... 01:15... 09:25
Health Desk ... 02:35... 12:00
Researchers gain insight into what makes the human biological clock tick.

WORLDVIEW ... 01:15... 13:15
Did You Know? ... 03:15... 16:30
Many factors are responsible for the bleak state of Myanmar's economy.

Fast Fact ... 02:40... 19:10
The hi-tech Israeli army is concerned about the Y2K bug.

Culture Watch ... 02:45... 21:55
An action-packed hit movie from South Korea is part Hollywood, part reality.

Taking Care of Business ... 01:40... 23:35
The watchphone is the ultimate in communication convenience.

NEWSROOM CHRONICLE ... 01:15... 24:50
Stiltsville ... 02:00... 26:50
The historic community of Stiltsville in Biscayne Bay, Florida is in jeopardy of being demolished.

Look Ahead ... 00:30... 27:20
April 22: Cherry Blossoms

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. How many refugees have left Kosovo since the start of the conflict? Which three countries have taken in the majority of refugees? Why are relief workers concerned about the influx of refugees? Do you think the Serbs are preventing ethnic Albanians from leaving Kosovo? Explain.

2. What is propaganda? According to the video, the "essential lesson of Vietnam was that public opinion counts." What does this statement mean? How have the U.S. and Serbia used television to influence the public's opinion about the conflict in Kosovo? How might seeing a dead NATO soldier impact American and Serbian public opinion about the Kosovo conflict?

3. Review the course of events during the last 28 days of the Kosovo conflict. Divide your class into small groups. Have each group refer to print and online resources to select an incident that has occurred during the Kosovo crisis. Have each group identify the way Serbian and American media have reported the incident. Did the coverage promote a specific political agenda? Explain. How can you tell if the media's information is accurate?

LINKS:
http://cnn.com/WORLD/europe/9904/19/kosovo.refugees.02/
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html

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EDITOR'S NOTE:
Morina border crossing
influx
salvo
propaganda
Vietnam War
Slobodan Milosevic
Madeleine Albright
galvanized

YOUR DAILY DESK

Health Desk : Wake Up Call

1. What is a hormone? What are the names of the two hormones that trigger the anticipation of awakening? Where do these two hormones come from? How does this discovery enhance our understanding about the way the mind might influence sleeping patterns? How might this scientific discovery be therapeutically beneficial?

2. How many hours a night do you sleep? How do you feel physically and emotionally when you don't get enough sleep? Do you notice a difference in your ability to function when you are sleep deprived? Explain. Have students refer to multimedia resources, including the third website below, to learn more about the importance of sleep and the diagnoses and treatments for sleeping disorders. Discuss students' findings.

3. Divide class into five groups. To have students better understand the significance of chronobiology, the study of biological rhythms, direct each group to the websites below to prepare a presentation about one of the following topics: The historical background of chronobiology; the human clock and its location and influence on the body system; the sleep-wake cycle as it relates to napping, the elderly and jet lag; industrial applications, including transportation accidents and shift work; and medical and health applications. Following the presentations, have students review the principles and theories of chronobiology. Direct each group to refer to online resources to identify different scientific experiments that they could conduct to test the validity of some of these scientific principles. If possible, as a class, implement one or more of these experiments.

LINKS:
http://www.cbt.virginia.edu/
http://tigger.stthomas.edu/BIOL/NEURO/links.html
http://www.asda.org/
http://www.sunshine-marketing.com/

EDITOR'S NOTE:
hormone
cortisol
adrenal gland
pituitary gland
therapies
adrenocorticotropin (ACTH)

WORLDVIEW

Did You Know? : Myanmar Economy

1. Explain how the forces of supply and demand are at work in the town of Lashio. Why is there more "supply" than "demand" there? What are some reasons why Myanmar's economy is in such poor shape?

2. What is inflation? What is the current estimated inflation rate in Myanmar? Why is it difficult to obtain precise data on the nation's economy? What is Myanmar's unit of currency? What is the exchange rate between this currency and the U.S. dollar? Why do you think the black market exchange rate is so different?

3. Why have western nations witheld financial aid and investment from Myanmar? According to the video what would it take to bring this money back into the country? In recent years, the U.S. has imposed economic sanctions against Myanmar. Direct groups of students to conduct research to learn why. Share group findings and discuss whether students think economic sanctions are an appropriate response to this situation.

LINKS:
http://www.amcity.com/washington/stories/092297/newscolumn2.html
http://www1.umn.edu/humanrts/commission/country52/65-mmr.htm
http://www.heritage.org/library/categories/trade/bg1126.html

Fast Fact : Israel Y2K Army

1. Review what the Y2K bug is and its potential effect on computer systems. Why is the Israeli army concerned about Y2K? How long has Israel's military been preparing for the millennium bug? In spite of this preparation, how might Y2K still create problems for the military?

2. Besides January 1, 2000 what other dates could cause problems for Israel's hi-tech army? These dates could also be troublesome for other computer systems around the world. Have students consult computer professionals and the Internet to find out why. Discuss possible action that military, government and business interests could take to prevent system crashes on these dates.

LINKS:
http://www.y2klinks.com/

http://www.cnn.com/WORLD/meast/9903/31/israel.y2k/
http://garynorth.com/y2k/detail_.cfm/4288

Culture Watch : S. Korea Hit Film

1. What is the plot of the action movie that is scoring big at the box office in South Korea? How has the film captured the attention of some politicians? In what way does the movie reflect the reality of life in Korea today? What is the message of this film?

2. In the video we are told that "International audiences may not be that familiar with the Korean conflict but officials hope the film's fast-paced action and universal theme will make it a success." Ask students how they would go about setting the stage for a preview of this film, assuming their audience knew nothing about the Korean War. Have students work in groups to research the conflict. Then have them combine their information to create a printed resource on the Korean War that could serve as the background to a moviegoer who was about to see this film.

3. What are "universal themes"? Generate a class discussion about some of the universal themes found in the movie in this segment. Do students think the South Korean movie would be well-received in the U.S.? Why/why not? What American movies with "universal themes" might be successful in South Korea? Why?

LINKS:
http://www.cfcsc.dnd.ca/links/milhist/korea.html
http://learning.turner.com/coldwar/korea/kore_ttl.html
http://kimsoft.com/korea/us-nucpo.htm

Taking Care of Business : Tiny Phone

1. What are some features of Samsung's watchphone? How much does it weigh? What tasks can a user perform on the watchphone? Do you think this is a practical device or just another gadget? Explain.

2. Many have dubbed this "The Information Age." Generate a class discussion about the ways we receive and process information today. Then challenge students to research the history of communication media to see how far we've come. Group students, and have each group choose a period of time to research. Direct each group to find the most significant inventions and events in the field of communication in that time period, and share this information with the class. Organize a class project whereby groups combine their information to create a large illustrated "Timeline of Communication" from pre-history to the Information Age. Post the timeline around the classroom.

LINKS:
http://myron.sjsu.edu/caesars/COMM.HTM
http://gd.tuwien.ac.at/soc/ctheory/ga1.14.html
http://www.bdinteractive.com/history/aphone.html

EDITOR'S NOTE:
Myanmar
inflation
junta
GPS
Y2K
terrorists
Information Age

text message

NEWSROOM CHRONICLE

Stiltsville : Stiltsville

1. Where is Stiltsville located? Why is Stiltsville in jeopardy of being demolished? What steps did Stiltsville residents take to protect their community?

2. For homes to be designated as historic landmarks, federal and local preservation laws require that the buildings be at least 50 years old, unless they possess an "unusual significance." To save their homes, Stiltsville residents are appealing the National Register's recent ruling that their homes are not old enough for historic designation. Conduct a class debate to determine whether or not Stiltsville should be preserved. Divide your class into two groups, representing either the residents of Stiltsville or the Biscayne National Park. To prepare their arguments, have groups refer to print and online resources to learn more about the history of Stiltsville, how the history of a building is determined "unusually significant," the natural environment of Biscayne Bay, and the benefits and drawbacks of preserving Stiltsville. Is the history of Stiltsville worth preserving?

LINKS:
http://www.miaminewtimes.com/1997/100297/metro2.html
http://www.nationaltrust.org/
http://www.biscayne.national-park.com/

EDITOR'S NOTE:
Biscayne National Park
National Park Service
Stiltsville
reprieve
National Register of Historic Places

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CNN NEWSROOM Guide

April 21, 1999

Today's CNN NEWSROOM is a special edition focusing on the school shooting in Colorado and Worldview.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 09:15... 11:45
-A high school in Colorado is the scene of a brutal attack by two gunmen.
-President Clinton offers his prayers and thoughts on the incident.

Perspective ... 03:45... 15:30
Experts consider the safety of America's schools.

Prevention Strategies ... 02:30... 18:00
Groups across the country address the problem of school violence.

WORLDVIEW ... 00:40... 18:40
Did You Know? ... 03:00... 21:40
Bangkok's government institutes a campaign to stop vehicle-related air pollution.

Political Front ... 03:00... 24:40
The U.S. government plans to crackdown on human cargo smuggling operations.

Wild Kingdom ... 03:00... 27:40
Most of the world's penguin species outside of Antarctica are on the decline.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Shooting

1. What happened yesterday at Columbine High School in Littleton, Colorado? How did local authorities respond? How were some students able to avoid harm? According to eyewitnesses, who were the gunmen? What has happened to them? Do authorities know what the motive was for this attack? Explain.

2. How did President Clinton react to the news of the shootings? Why do you think he has asked the Attorney General and the Secretary of Education to be ready to assist local law enforcement and the Littleton community? What do you think the president means when he talks about "reaching out to our children"? Do you think students can be taught to resolve conflicts "with words, not weapons"? State your rationale.

3. Ask students why they think the president chose to make a statement about the shootings. Besides the president, who is exercising his authority as chief law enforcement officer? What other officials or agencies of the U.S. government address the issue of school violence and its prevention? Have students consult the Internet and other resources to learn more about the Department of Education and the Department of Justice and their roles in dealing with the problem of school and youth violence. What programs are in place to deal with this issue? Ask students: If you could speak one-on-one with the Attorney General and the Secretary of Education, what recommendations would you make to prevent violence in schools? Have each student write a letter to either official with his/her recommendations.

LINKS:
http://cnn.com/US/9904/20/school.shooting.08/
http://www.ed.gov/
http://www.ed.gov/pubs/EDInitiatives/99/99-04-07.html#3
http://www.usdoj.gov/
http://helping.apa.org/warningsigns/index.html

Perspective : Perspective

1. Do you feel safe at your school? Why/why not? What do statistics tell us about the possibility of falling victim to school violence? Do you agree that the vast majority of our schools are safe? Explain. How might feeling unsafe at school affect a student's education?

2. What is a bystander? Have students give examples of how a bystander can influence the outcome of a conflict or a potentially volatile situation. According to the video, what should students do if they know of someone who is thinking or talking about hurting himself/herself or others? Ask students to identify the adults within their school system with whom they could talk about these issues. Have students refer to the websites listed below to learn more about violence prevention strategies. As a class, develop a safety contract/plan that students can follow to help prevent violence from occurring in their classroom and school.

LINKS:
http://www.ed.gov/pubs/AnnSchoolRept98/index.html
http://www.cdc.gov/ncipc/dvp/dvp.htm
http://www.cdc.gov/ncipc/dvp/yvpt/yvpt.htm
http://www.cdc.gov/nccdphp/dash/
http://www.ascd.org/issue/violence.html

Prevention Strategies : Prevention Strategies

1. What is a mentor? How has the mentoring program changed Demetrius Pettiford's life? In what way would past generations have offered support to a young person like Demetrius? Explain some of the contributing factors to the isolation of today's youth and the collapse of a more traditional social structure.

2. What characteristics do good violence prevention programs have in common? Why is it said "there is no magic potion?" Are you willing to give up some personal freedoms in order to feel safer in your school environment? Why or why not? What is the "good news" about violence among teens? Cite possible reasons for this trend.

3. Challenge small groups to design community-based programs aimed at preventing violence among young people in your area. Have them examine the characteristics of successful efforts and apply some of the principles introduced in the video segment as they structure their plans. Groups should share ideas and discuss the feasibility of each proposal.

LINKS:
http://nces.ed.gov/pubs98/violence/98030011.html
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
http://www.ncsu.edu/cpsv/special_feat.html

EDITOR'S NOTE:
SWAT team
crisis response team
assessment
turmoil
mentoring
violence prevention
Center for Disease Control

WORLDVIEW

Did You Know? : Thailand Bangkok Traffic

1. What factors are causing Bangkok's growing air pollution problem? How is air pollution affecting the citizens of Bangkok? What are the national government of Thailand and the city of Bangkok's government doing to address this problem?

2. Have students refer to the websites listed below to learn more about how vehicle emissions affect the environment and the health problems caused by air pollution. Do you think the vehicle emissions checks will resolve the air pollution problem in Bangkok? Why/why not? What might happen if Bangkok does not diminish or resolve its air pollution problem?

3. Group students. Have each group select an industrial nation and investigate how its government deals with the issue of vehicle-related air pollution. Have each group present its findings. Direct each group to pretend it is an environmental consulting firm that has been hired to help the Bangkok government improve its air pollution campaign. Have each group prepare a letter to the government of Bangkok proposing strategies to enhance the government's air pollution cleanup campaign.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://cnn.com/EARTH/9610/23/thailand.dirty.air/index.html
http://www.epa.gov/OMSWWW/omshome.htm

Political Front : Cuba Smuggling

1. Why is the U.S. border patrol having to increase its efforts to stop Cubans from being smuggled into the U.S.? Why do people choose to go into the business of immigrant smuggling? What is an immigration treaty? According to the U.S.-Cuba immigration treaty, what happens to Cubans who are caught at sea? How is the U.S. government planning to limit the smuggling problem?

2. What personal risks do Cubans assume when they try to get smuggled into the U.S.? Why do you think some Cubans are eager to come to the U.S.? Do you think the U.S. should impose additional immigration restrictions and quotas? Why/why not?

3. Have students refer to the beginning of the video to consider the situation of the eight immigrants who are believed to have been smuggled into Florida. Divide your class into three groups to conduct a mock hearing and debate about the fate of the immigrants. Have one group represent the immigrants. Instruct each member of this group to assume the role of one of the immigrants and prepare a story about why he or she fled Cuba to come to the U.S. Have each group member present his/her story to the class. Have the two remaining groups debate the fate of these eight individuals.

LINKS:
http://www.ins.usdoj.gov/
http://www.cubaweb.cu/
http://cnn.com/US/9811/20/ins.aliensmuggling/index.html

Wild Kingdom : Patagonia Penguins

1. Why are biologists concerned about the Magellanic penguins? Why is it important to keep the adult penguins alive? According to conservationists and scientists, what might be causing the decline in the population of adult Magellanic penguins? Why are the penguins along Argentina's coast being studied? Why is this study important?

2. Have students refer to the websites listed below to learn more about penguins. Divide your class into four groups to research how either mammals, birds, fish or humans threaten the penguins' survival. Have groups present their findings. Next, instruct each group to strategize ways that the international community can intervene to protect endangered penguins. Have each group share its ideas and discuss.

LINKS:
http://www.stemnet.nf.ca/CITE/penguins.htm
http://www.worldwildlife.org/

EDITOR'S NOTE:
conservationists
Argentina
Bangkok
air pollution
immigration treaty
smuggling
infrastructure
harvest

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CNN NEWSROOM Guide

April 22, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50... 02:25
Top Story ... 02:20... 04:45
Americans struggle to understand why the school shooting in Colorado occurred.

Suspects and Psychology ... 05:20... 10:05
School psychologist Garry McGiboney offers some insight into the parent/teen relationship and violent behavior.

President Clinton's Speech ... 01:55... 12:00
President Clinton urges Americans to work together to stop violence.

Aftermath ... 02:50... 14:50
Residents of Springfield, Oregon relive their own tragedy upon hearing about the Colorado shootings.

YOUR DAILY DESK ... 00:30... 15:20
Science Desk ... 01:40... 17:00
"Smart" credit cards will soon be able to automate many time-consuming travel functions.

WORLDVIEW ... 00:20... 17:20
Inside North America ... 04:50... 22:10
Many artists turn to entrepreneurism in an effort to control their creative works.

NEWSROOM CHRONICLE ... 01:00... 23:10
Earth Day ... 04:15... 27:25
CNN NEWSROOM profiles Dennis Hayes.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Shooting

1. What information have the authorities discovered about the two suspects and the events surrounding the Colorado school shooting? Why did the SWAT team refrain from storming the school? Why do authorities suspect that the assault was premeditated? Who or what do you think

is most responsible for school violence: Kids, parents, schools, the media or access to guns?

2. What thoughts and feelings have you had about the school shooting? Did the shooting affect your feelings about going to school today? Explain. Why do you think parents are concerned about discussing the school shooting with their children? Have you and your parents talked about the shooting? If so, was the conversation helpful? Why/why not? What advice would you give to parents about how they might best address the incident with their children?

3. How do you think the media has handled the coverage of the shooting thus far? Do you think the television news coverage of the shooting is appropriate viewing for children? Explain. What issues do you think the media should consider prior to broadcasting/ publishing a tragically violent story, such as the school shooting in Colorado?

LINKS:
http://cnn.com/SPECIALS/1998/schools/
http://www.naspweb.org/center/safe_schools/safeschools_crisisint.html
http://www.ed.gov/pubs/AnnSchoolRept98/index.html
http://www.cdc.gov/ncipc/dvp/yvpt/yvpt.htm

Suspects and Psychology : Suspects and Psychology

1. What does Dr. McGiboney mean when he says that parents have "confused independence with exclusion"? According to Dr. McGiboney, how has the role of the parent changed in raising children? How does encouraging independence sometimes promote exclusion? What does exclusion do to the parent/teenager relationship?

2. Do you agree or disagree with Dr. McGiboney's assertion that parents need to communicate with their thirteen-year olds even more than they do with their young children? Explain. Do you think most students your age welcome communication with their parents or consider it intrusive? Why do you think they feel this way? How do you feel about communicating with your parents? Explain.

3. Explain where Dr. McGiboney believes parents should draw the line between teenage fashion statements and warning signs. In your opinion, should the way the suspects dressed in this case have been a warning sign for their parents and the community? Should other behaviors they exhibited have been warning signs? Explain.

4. Guide your students in a class project to compose a list of resources for parents on teenage behavior and school violence. The websites below offer possible starting points. Students can work in groups to locate more Internet, print and community-based resources. Enlist the help of your guidance department as well. Assist the class in editing and compiling the information into brochure form. Offer copies to the guidance office and to your school administration for distribution to parents.

LINKS:
http://www.connectforkids.org/
http://www.positiveparenting.com/index.html
http://www.pta.org/events/violprev/

President Clinton's Speech : President Clinton's Speech

1. What was the thrust of President Clinton's speech? What measures did President Clinton recommend that parents take to prevent their children from engaging in violent conflict? Why do you think some people resort to using violence and others do not? Do you think people can control their violent behavior? Explain.

2. Divide class into four groups. Have each group refer to multimedia resources, including the websites below, to prepare a critical discussion about one of the following legislative issues: The Brady Gun Control measure, whether parents should be held liable when kids get access to guns, child safety locks on guns, and banning juvenile offenders from owning guns. Have each group discuss whether or not these legislative measures should be adopted to improve the safety of schools. Following the group discussions, ask students to consider whether they would be willing to give up some personal freedoms to enhance the safety of their school community.

LINKS:
http://www.cdc.gov/od/oc/media/fact/violence.htm
http://www.lrp.com/ed/freelib/free_stats/bu208921.htm
http://cgi.pathfinder.com/time/magazine/1998/dom/980706/cover1.html

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Aftermath : Aftermath

1. What happened one year ago in Springfield, Oregon? How did the principal of Thurston High School in Springfield react to news of the shootings in Littleton? What did the school do to help students handle the news? How did some students react to what they watched on television?

2. Who is Nicole Buckholtz? According to Nichole, what is in store for the students in Littleton? How did the news of Littleton "hit home" in Springfield? How is participation in a play helping some students like Nichole deal with their tragic experience?

3. For some in Springfield, involvement in the play is therapeutic. Ask students what they do to help themselves through difficult times, such as times of personal or community tragedy. Generate a class discussion about the ways that individuals respond to tragedy. Why do some choose to seek counseling or to talk about the experience, while others do not? Invite a member of your school's guidance department to address the class on handling grief.

LINKS:
http://www.edweek.org/ew/vol-17/37ore.h17
http://www.youthquake.com/qd.htm
http://www.fred.net/nhhs/card/oregon.htm

EDITOR'S NOTE:
resurrect
independence
exclusion
gothic
cliques
tragedy
liable

YOUR DAILY DESK

Science Desk : E-Travel

1. How do the proposed new "smart" credit cards work? What kind of information will be stored on them? What security measures will be needed to monitor fraud? Do you agree with the study results that indicate that people prefer to deal with machines instead of people? Explain.

2. "Smart" technology will streamline travel-related check-ins and ticket purchasing by automating many of these tasks. Do you think replacing people with these automated processes will affect the frequency of travel-related fraud? Explain. Do you think the use of these "smart" cards will affect the security of airports and hotels? Why/why not?

3. Challenge your students to develop three security measures they feel will reduce the possibility of "smart" card fraud. First, have small groups of students refer to multimedia resources, including the websites below, to investigate proposed uses for "smart" technology. Direct students to consider how the large amounts of money that are transacted in the travel and banking industries could be a target for computer hackers and techno-criminals. Next, have each group develop three ways to help promote the safe use of "smart" cards. Examples might include developing an informational campaign to encourage people to keep their cards in a safe place, or using fingerprints or retina scans to verify the identity of the card user. Have each group share its ideas and discuss the practicality of their applications.

LINKS:
http://www.globeset.com/Commerce/Technology/SmartCards/index.shtml
http://www.att.com/press/0994/940922.cpa.html
http://www.ibm.com/stories/1997/07/trav2.html

EDITOR'S NOTE:
"smart"
credit cards
travel
kiosks
microchip

WORLDVIEW

Inside North America : Artist Entrepreneurs

1. What do Nile Rodgers, Ira Neaman and Spike Lee all have in common? What is an entrepreneur? Why has each become an entrepreneur? Nile Rodgers comments that "what makes an artist an artist is their ability to control their random ideas." Unless an artist is a also a business owner, who (or what) controls the products of his/her creativity? Explain.

2. Are there any downsides to owning a business? How might there be negatives associated with entrepreneurism for each of the individuals profiled in the video? What happened to Spike Lee on a recent commercial shoot? What are his thoughts on the positives and negatives of entrepreneurism?

3. Invite a local entrepreneur to visit your class and talk about the experience of owning one's own business. Ask the guest speaker to discuss such aspects of ownership as start-up costs, financial support, the hands-on nature of the business and the risks and benefits of being an entrepreneur. After the presentation, generate a class discussion about the personal qualities that an entrepreneur must have in order to survive in the business world.

LINKS:
http://www.tts.uwosh.edu/career/entrep.html
http://www.cbnet.ns.ca/cbnet/comucntr/ymca/individ.html
http://www.netcore.ca/~gibsonjs/espnew1.htm

EDITOR'S NOTE:
entrepreneur
Spike Lee
archetype

NEWSROOM CHRONICLE

Earth Day : Earth Day

1. Who is Dennis Hayes? What inspired Mr. Hayes to become an environmentalist? What is Earth Day? Who founded the event? When did the first Earth Day take place? What actions were taken by the U.S. government to address environmental issues after Earth Day 1970?

2. Do you think the annual Earth Day demonstrations have been successful? Explain. Why do you think some people abuse the environment and exploit environmental resources? Do you think people can be motivated to be better conservationists? Explain.

3. Dennis Hayes is one of several individuals who has made significant contributions to the field of conservation. Divide your class into small groups. Have each group refer to multimedia resources, including the websites below, to prepare a presentation about a noteworthy conservationist and his/her contribution to environmental conservation. The following is a list of leaders in the field of conservation: T.A. Barron, Gail and Wayne Hoskisson, Aldo Leopold, Mardy Murie, Sen. Dale Bumpers, Kevin Browngoehl, Robert Marshall, Howard Zahniser and Gaylord Nelson. Following the presentations, have students consider the ability of the individual to affect change.

LINKS:
http://cnn.com/NATURE/9904/21/earth.day.enn/index.html
http://www.earthday.com/
http://www.energyguide.com/energy/default.asp
http://www.epa.gov/earthday/index.html
http://earthday.wilderness.org/

EDITOR'S NOTE:
Earth Day
EPA
grassroots movement
superfund

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 23, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:30... 07:00
President Clinton visits a high school in Virginia to talk with students about the school shooting in Colorado.

In the Headlines ... 01:35... 08:35
NEWS FROM YUGOSLAVIA

YOUR DAILY DESK ... 01:15... 09:50
Editor's Desk ... 01:45... 11:35
The end of the "Valley Girl" culture results in the closing of what was once the most famous mall in the U.S.

WORLDVIEW ... 01:15... 12:50
Cold War, Part I ... 05:25... 18:15
Years after the end of the Cold War, Russia and the U.S. still engage in spying.

Cold War, Part II ... 04:35... 22:50
There was no shortage of "bad guys" in Cold War pop culture.

NEWSROOM CHRONICLE ... 00:20... 23:10
Refugee Family ... 04:15... 27:25
CNN NEWSROOM correspondent Jason Bellini accompanies a refugee family from their Kosovar home to a refugee camp in Albania.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Shooting

1. What has the evidence revealed so far about the school shooting? Why do you think President Clinton specifically chose to visit T.C. Williams High School? Why might discrimination have been a motivating factor for the school shooting? Do you agree with this assertion? Explain.
   According to the video, what are the benefits of having an ethnically and racially diverse high

school student body?

2. Have you ever been discriminated against? If so, how did being discriminated against make you feel? How did you handle the situation? Does anger always lead to violence? Why/why not? What are the different ways that people manifest their anger? Can anger be constructive? Explain. Do you think peer mediation is an effective way for students to resolve conflicts? Why/why not? Do you think that there was something that could have been done to prevent the suspects from carrying out the shooting? Explain.

3. What are the benefits and drawbacks of the Internet? In what way might the suspects use of the Internet have contributed to the tragedy in Littleton? Do you think parents should monitor their children's use of the Internet? Explain. Divide your class into two groups to debate whether or not the government should regulate the Internet. Direct each group to consider the importance of personal freedoms versus the importance of promoting personal safety.

LINKS:
http://cnn.com/US/9904/22/school.shooting.06/
http://cnn.com/SPECIALS/1998/schools/

In the Headlines : In the Headlines

1. Who is Viktor Chernomyrdin? According to Mr. Chernomyrdin, under what conditions has President Slobodan Milosevic agreed to allow an "international presence" in Kosovo? How does Mr. Milosevic's proposal differ from NATO's mandate? Do you think NATO should accept Yugoslavia's proposal? Why/why not? Do you think Mr. Milosevic's proposal is politically significant? Explain.

LINKS:
http://cnn.com/WORLD/europe/9904/22/kosovo.03/
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html
http://cnn.com/SPECIALS/1999/nato/

EDITOR'S NOTE:
discrimination
peer mediation
free speech/press
Internet
NATO
international presence

YOUR DAILY DESK

Editor's Desk : Valley Girl Demise

1. Who were the Valley Girls? Where did they "hang out"? What is going to happen to this once famous mall? What are some reasons why the mall is about to close? Why do you think it is closing?

2. Lead a class brainstorming session to generate a list of "hangouts" from previous generations of youth, such as drive-in movies, soda shops, discos, etc. Do any of these places still exist as places where youth can congregate? What has happened to many of these "hangouts"? Why? Ask students where they like to go today to be with their friends. Are there places specifically designed

for young people to frequent? Why do students think fewer youth "hangouts" exist today? Discuss whether there is a need for a youth site in your community and whether the community would support an effort to create one.

3. Cite examples of "Val-speak" from the video. Ask students if they know the meanings of the Valley Girl terms they hear. Generate a class discussion about teenage slang. What is slang, and why do young people use it? What are some examples of the teenage talk today? Have the class generate a list of teen slang words and terms, and quiz their parents to see if they know the meanings of these terms. Then have students ask their parents for a list of their teenage slang terms and see if the students can guess the meanings of these words. Ask students to share some of their parents' youth slang with the class.

LINKS:
http://www.high-ground.com/feature/slang.htm
http://www.fast-times.com/9-97cherspeak.html

EDITOR'S NOTE:
Valley Girls
"Val-speak"
mall

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. How did "technology make the weak strong" in World War II? How did Soviet and American officials apply this maxim to the Cold War? What kinds of information were Soviet bloc and Western nations trying to get from each other?

2. How has the Information Age changed the nature of spying? According to CIA officials, how did the U.S. spy system "miss" a nuclear test in India? Analyze this quote from the video: "Wouldn't you rather know exactly what's going on in the mind of the guy who's playing poker with you than having a picture of his hand? A picture of his hand might be pretty good, but how's he going to play it?" Discuss how this quote applies to the use of modern technology in spying. Do you agree with the reporter when he says that there's no substitute for the human spy? Explain.

3. Review the video and describe some examples of yesterday's leading edge spy technology that is now available to anyone. Then have students work in groups to consult the Internet and other resources to learn more about spies and the devices that helped them to do their jobs. Have each group select one of these devices, create an illustration of it, explain how it worked and whether it is still in use. When groups have finished their presentations, discuss how espionage has evolved since the Cold War.

LINKS:
http://www.odci.gov/cia/ciakids/
http://www.odci.gov/cia/information/artifacts/toc.htm
http://anthrax.physics.indiana.edu/~lfcrob/Espionage/
http://learning.turner.com/coldwar/cw_start.html

Cold War, Part II : Cold War, Part II

1. What were some of the successful films produced in the U.S. during the Cold War? Cite examples

from the video to explain how Hollywood used the communist threat as a popular theme throughout the era. In what way were the Russians "the perfect enemy"?

2. How did Cold War themes become evident in some television programs? What happened to these themes once the Berlin Wall fell? Do you agree that Hollywood is now "struggling to find a good adversary"? Why/why not? How have the movie "bad guys" changed since the Cold War? Have the "heroes" changed? Explain.

3. Why were Cold War television programs so successful? Have students interview older family members who remember watching shows such as "Rocky and Bullwinkle," "The Man from U.N.C.L.E." or "Mission: IMPOSSIBLE." Who were the "good guys" and "bad guys" in these programs? What character traits did each exhibit? What were some of the plot lines? Have students share their information with the class. Discuss reasons why so many older Americans watched and still remember these programs, and why many are still run on TV today. How did the programs reflect the concerns of their time? Generate a class discussion about current popular television shows. Can students think of any shows that center on a good vs. evil theme? If so, who are the opposing forces? How do these programs reflect current popular culture?

LINKS:
http://CNN.com/SPECIALS/cold.war/experience/culture/
http://web.cc.stevens-tech.edu/~dbelson/bullwinkle.html
http://www.geocities.com/TelevisionCity/6066/tvlinks.html
http://www.digitas.harvard.edu/~perspy/issues/1997/jun/order.html
http://learning.turner.com/coldwar/

EDITOR'S NOTE:
nemesis
CIA
espionage
Iron Curtain
"bad guys"
communist threat
monolithic
cloak-and-dagger

NEWSROOM CHRONICLE

Refugee Family : Refugee Family

1. Why did Jason Bellini decide to accompany the Kosovar family on their trip to the refugee camp in Albania? Why did this Kosovar family leave Kosovo? What type of obstacles did they encounter during their journey? How do most of the refugees feel about leaving Kosovo? Do you think the refugees are promoting ethnic hatred by telling their children about how their families were persecuted by the Serb police? Explain. Why do some of the refugees want to return to Kosovo to join the KLA? Do you think they should go? Why/why not? Do you think it is possible for the Serbs and the ethnic Albanians to break this cycle of violence? Explain.

2. What is ethnicity? Have each student identify his or her ethnic background. Direct each student to research the history of his or her ethnic origins. Have each student write a paper addressing the following questions: Were members of these ethnic groups ever politically or religiously oppressed? If so, how did these groups of people respond to the oppression? Did violent conflict ensue? Did these groups of people leave their homelands? What is the current status of each of these ethnic groups?

LINKS:
http://cnn.com/WORLD/europe/9904/22/kosovo.family/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://www.worldpoll.com/
http://multicultural.miningco.com/mbody.htm?TMog=26048251074639m&Mint=926094558115924

EDITOR'S NOTE:
refugees
KLA
humanitarian aid
ethnic hatred

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 26, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:50... 07:20
Americans mourn the death of the school shooting victims in Littleton, Colorado.
Should parents be held liable for their children's criminal actions?

In the Headlines ... 03:00... 10:20
NATO VOWS TO UPHOLD AIRSTRIKES

YOUR DAILY DESK ... 00:45... 11:05
Environment Desk ... 02:15... 13:20
Researchers claim that the population of giant petrels is in decline.

WORLDVIEW ... 01:00... 14:20
Top of the World ... 02:45... 17:05
The story of a harrowing journey to Antarctica is the subject of a museum exhibit in New York.

Inside Asia ... 02:00... 19:05
Japan's pearl industry is threatened by a mysterious disease that is killing the oysters.

Taking Care of Business ... 02:15... 21:20
New Zealand's sheep industry is under threat from one of its main trading partners, the U.S.

Inside North America ... 02:20... 23:40
California debates steps to help save the bighorn sheep from extinction.

NEWSROOM CHRONICLE ... 01:20... 25:00
Cherry Blossoms ... 02:30... 27:30
Washington, D.C. celebrates its 64th Cherry Blossom Festival.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : School Shooting

1. Which dignitaries attended the memorial service for the school shooting victims? What messages did these dignitaries convey during the memorial service? Do you think their participation was important? Why/why not? How are the students in Littleton planning to deal with the remainder of their school year? Do you agree with their plan? Explain.

2. What are morals? Why are they important? How do people develop a sense of morality? Do you agree with Reverend Graham's statement that "when we empty the schools of moral teachings...they are indeed dangerous places?" Explain.

3. Divide your class into small groups. Direct each group to consider whether or not there are universally accepted moral standards about what is right and wrong? Have each group share its answer to the question, and give examples that illustrate its opinion. Following the presentations, discuss whether schools should teach morality. If so, what moral lessons should schools teach?

4. Why are Steven Pfiel's parents being sued? What is Mr. and Mrs. Pfiel's defense? According to legal experts, a parent can be held liable for their child's wrongdoings if "the parent knows that the child has vicious tendencies, (and) if the parent has the ability to control their child." Do you think it is possible for a concerned parent to not know if their child has violent tendencies? Explain. What steps might a parent take to control their child's violent behavior? What are the benefits and drawbacks of holding parents responsible for their child's criminal behavior?

5. According to the video, "in Colorado a parent or legal guardian can face felony charges for permitting a minor to have a handgun if there is a risk of a crime." Have students refer to print and Internet resources to review the events surrounding the school shooting and the background of the two suspects. Divide your class into two groups to debate whether the parents of the Colorado school shooting suspects should be held liable for their sons' criminal actions.

LINKS:
http://cnn.com/US/9904/25/shooting.memorial/
http://www.usoe.k12.ut.us/curr/char_ed/fedproj/hist/teaching.htm
http://www.character.org/

In the Headlines : In the Headlines

1. What was the purpose of the NATO anniversary summit? What steps is NATO planning on taking to increase pressure on Yugoslavia? Why has NATO imposed an oil embargo? Do you think NATO should police the oil embargo with force? Why/why not? Why are Russia and the U.S. at odds over the conflict in Yugoslavia? Do you think NATO's inclusion of Hungary, Poland and the Czech Republic will affect relations between Russia and the U.S.? Explain. What do you think might happen if tensions between the NATO and Russia continue to escalate?

2. Why do you think allied diplomats believe that the next few weeks will "be critical and complicated?" How might NATO's actions in Yugoslavia affect the organization's international reputation? Refer students to the websites below to review NATO's actions in Yugoslavia. Have each student write a position paper addressing the following question: Do you think NATO will emerge from the Yugoslavian conflict with a reputation for making war, or for securing human rights and peace? Have students share their papers and discuss.

LINKS:
http://cnn.com/WORLD/europe/9904/25/nato.anniversary.02/index.html
http://cnn.com/WORLD/europe/9904/25/us.russia/index.html
http://cnn.com/SPECIALS/1998/10/kosovo/

EDITOR'S NOTE:

felony
civil court
decried
mayhem
moral
diplomacy
embargo
unprecedented

YOUR DAILY DESK

Environment Desk : Giant Petrels

1. Where does the Southern giant petrel live? Why does Donna Patterson consider the Southern giant petrel an interesting bird to study? Why do you think it is necessary for scientists to monitor the nests on a daily basis? How long did it take before the petrels started to let the scientists approach their nests? How might that mistrust of strangers benefit the Petrels in their environment?

2. What is happening to Southern giant petrel populations? Why do scientists believe this is happening? Do scientists have evidence to support their beliefs? Explain. Why does Donna Patterson believe these birds are so valuable? Do you agree? Why/why not? Southern giant petrels have one of the lowest reproductive rates (number of offspring produced over time) of all animals. How do you think their reproductive rate might affect the amount of time it takes to increase their numbers?

3. Living conditions, such as cold climate and limited food supply, pose challenges for animals that make the Antarctic their home. Antarctic animals have unique ways of dealing with adverse living conditions. These unique ways are called adaptations. Divide your class into small groups to research the adaptations of one or more of the following type of birds: Southern giant Petrels, wandering albatrosses, Wilson's storm petrels, cape petrels, storm petrels, king penguins, Adelie penguins, emperor penguins, blue-eyed shags, Kerguelen shags, South polar skuas, Dominican gulls, or Antarctic terns. Have each group answer the following questions:
    1. What adaptations does the bird have to help it survive the Antarctic climate?
    2. What adaptations does the bird have to help it find food?
    3. Does the bird migrate?
    4. Describe the feet and wings of the bird. How do the bird's feet and wings help it survive in its environment?

    Have each group present its findings. Then as a class, review the presentations for adaptive trends among sea birds, terrestrial (land based) birds, and Antarctic birds.

LINKS:
http://www.icair.iac.org.nz/tourism/visitor.html#birds
http://www.terraquest.com/va/science/seabirds/seabirds.html
http://www.terraquest.com/va/science/penguins/penguins.html
http://www.chebucto.ns.ca/Environment/NHR/bird.html
http://www.zip.com.au/~palliser/pix-indx.html

EDITOR'S NOTE:
Southern giant petrel
albatrosses
Palmer Station
long line fisheries

WORLDVIEW

Top of the World : Antarctic Expedition

1. What did Sir Ernest Shackleton set out to do in 1914? Despite the failure of this mission, why is the journey of "The Endurance" one that still interests people today? What happened to the crew of "The Endurance"? What documentation from the journey is on display at the Museum of Natural History? How do these photographs give us a sense of what the journey was like?

2. The expedition of "The Endurance" was undertaken long before people really understood the environment of Antarctica and its dangers. Ask students: If you were Sir Ernest Shackleton, what kind of information would have been valuable to you as you began your journey? Have students work in groups to research information about the climate and geography of Antarctica. Have groups pretend that Sir Ernest Shackleton has come to them for advice on how to prepare for the expedition. Challenge each group to compose a letter to Sir Ernest Shackleton relaying the important information they have learned. Have groups share their letters. Why do students think most of this information was unknown to the early 20th Century explorers of the South Pole?

3. What are some of the other famous expeditions to Antarctica? Group students. Have each group choose one expedition to the Antarctic and conduct research to learn more about it. Direct each group to use a piece of posterboard and create a giant information card about that expedition, with important facts, illustrations, and maps. Have each group present its information card. Post the cards in chronological order in a timeline of exploration of Antarctica.

LINKS:
http://terraquest.com/va/expedition/expedition.html
http://www.intercom.net/domain/globalclassroom.org/antarct8.html
http://www.envirolink.org/oneworld/focus/southpole/histmain.htm

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Inside Asia : Japan Pearls

1. Why is Japan's pearl industry in jeopardy? What do marine biologists believe may be causing the oyster epidemic? When was the virus first detected? What is the mortality rate for oysters with this virus? How are surviving oysters often affected? Why have pearl prices remained stable in spite of the virus?

2. What are cultured pearls? How are they created? Do you think artificial methods should be used to create pearls? Why/why not?

3. Have students use multimedia resources, including the websites below, to learn about more about oysters and pearl farming. As a class, discuss how oysters are important to Japan's ecosystem and economy. Divide the class into two groups. Have each group create a chart depicting how either Japan's economy or ecosystem would be affected if all of Japan's oysters died.

LINKS:
http://fuji.stanford.edu/jguide/
http://jin.jcic.or.jp/atlas/nature/nat27.html
http://gurukul.ucc.american.edu/ted/PEARL.htm
http://www.aquanet.com/
http://mdsg.umd.edu/NSGO/research/oysterdisease/index.html

Taking Care of Business : New Zealand Lamb Wars

1. How important is the sheep industry to New Zealand? Explain how an action by the United States could threaten that industry. What are tariffs? Why is the U.S. going to impose tariffs on New Zealand lamb? How have officials in New Zealand responded?

2. Generate a class discussion about domestic and imported products. Have students give examples of both. Why do consumers sometimes choose products from other countries over those made in their own countries? How does this kind of consumer preference affect the domestic manufacturer? Discuss the options a government can take to make non-domestic products less attractive to consumers (e.g., tariffs, quotas). Redirect students' attention back to the video. In class discussion, consider how tariffs and quotas on lamb products imported into the U.S. would affect (a) the U.S. sheep industry (b) the New Zealand sheep industry (c) American consumers and (d) U.S./New Zealand relations.

3. What is "free trade"? What is "protectionism"? Have students work in groups to research and formulate defintions for each, and share these with the class. Based on this story, which side would the New Zealand sheep industry advocate? Which side would be supported by the U.S. sheep industry? Why? After brief discussion, have groups of students conduct research to learn more about free trade vs. protectionism. Who advocates each position? What is the rationale for their views? Share student findings. Challenge each student to write a position paper outlining his/her views on these economic policies. Which policy does the student support, and why?

LINKS:
http://photo.net/nz/moon/economy.html
http://www.cyberhaven.com/libertarian/freetrade.html
http://buyamerican.cc/protectionism.shtml

Inside North America : Bighorn Sheep

1. What is the natural habitat of the Sierra Nevada bighorn sheep? Approximately how many of these animals are left? What factors are responsible for their dwindling numbers? What happened when California voters put a stop to hunting mountain lions in 1990? Why do some voters want the ban on hunting mountain lions repealed?

2. Group students. Challenge each to find the story of another threatened or endangered species that has been recovered from the edge of extinction, and share that story. In each case, what were the threats to the species? What was done to increase the numbers of that species? Can any of these measures be applied to the situation with the bighorn sheep in California? Discuss.

LINKS:
http://www.csmonitor.com/durable/1998/03/23/us/us.5.html
http://www.bcadventure.com/adventure/wilderness/animals/bighorn.htm

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EDITOR'S NOTE:
Antarctica
cultured pearls
Akoya oysters
tariff

NEWSROOM CHRONICLE

Cherry Blossoms : Cherry Blossoms

1. What is the Sakura? When and why did the mayor of Tokyo present the cherry trees to the federal district of Washington? What events are associated with the Cherry Blossom Festival? What organization is responsible for maintaining the cherry trees? What unusual problem occurred this year that jeopardized Washington, D.C.'s cherry trees? How was this problem resolved?

2. What is a national symbol? Why do you think the cherry tree is considered a national symbol for America?

3. As a class, brainstorm a list of national symbols. Challenge students to identify national symbols for countries other than your own. Have small groups of students select a national symbol and prepare a presentation about the history and significance of the symbol. Following the presentations, have students determine common themes that exists among the different national symbols.

LINKS:
http://www.district-of-columbia.com/cherryblossom/cherryblossom.htm
http://pc65.frontier.osrhe.edu/hs/thnkqst/19259/National_Symbols.htm
http://canada.gc.ca/canadiana/symb_e.html
http://search.yahoo.com/bin/search?p=National+symbols

EDITOR'S NOTE:
the Sakura
cherry trees
national symbol
Tokyo, Japan
National Park Service

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 27, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:40... 04:55
Tensions between Yugoslavia and NATO continue to increase.

School Shooting ... 01:20... 06:15
Residents of Littleton remember two of the victims of the school shootings.

YOUR DAILY DESK ... 01:15... 07:30
Health Desk ... 02:00... 09:30
Smoking among Florida's teenagers is on the decline.

WORLDVIEW ... 01:00... 10:30
Inside Asia ... 02:45... 13:15
Chinese officials argue that Americans have a distorted view of China's human rights record.

Fast Fact ... 02:35... 15:50
A tumultuous history is the result of several nations sharing one state in Yugoslavia.

Culture Watch ... 02:40... 18:30
Religious conflict is at the heart of the Kosovo crisis.

FYI: Vatican Saints ... 01:40... 20:10
Pope John Paul II has beatified more than 800 Catholics.

NEWSROOM CHRONICLE ... 00:50... 21:00
Teen Refugees ... 02:50... 23:50
CNN NEWSROOM takes a look at Kosovar teenage refugees.

Sports Page ... 03:50... 27:40
Julie Krone, the most successful female jockey, retires from racing.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkan Crisis

1. Why did NATO attack the Yugoslavian government's television station? How has the Yugoslavian government responded to this action? Why has Yugoslavia's Deputy Prime Minister condemned the government's proposed actions? Why is the Deputy Prime Minister's reaction politically significant?

2. What is propaganda? According to the video, NATO denounced Yugoslavian television for being "an organ of state propaganda." What does this statement mean? Have students refer to multimedia resources, including the first website below, to review Serbian and NATO reports about different events related to the Yugoslavian conflict. Compare and contrast the Serbian and NATO reports. Could any of the reports be construed as propaganda? Explain. Do you think NATO should have bombed the Yugoslavian television station? Why/Why not?

3. Why do you think the Yugoslavian government waited so long to grant the Red Cross access to the U.S. soldiers? What are the Geneva Conventions? Have students refer to the last website below to learn about the Geneva Conventions, and the rights that prisoners of war are guarenteed under the Conventions. Direct students to review the events surrounding the capture of the three U.S. soldiers. Discuss whether or not the Yugoslavian government has violated the Geneva Conventions.

LINKS:
http://www.gov.yu/presscvj/index.htm
http://cnn.com/WORLD/europe/9904/26/kosovo.03/
http://cnn.com/US/9904/26/us.kosovo.01/index.html
http://www.npr.org/news/world/1999/Apr/990426.kosovo.html
http://www.helpicrc.org/english/news/index.html
http://www.ifrc.org/
http://www.tufts.edu/fletcher/multi/humanRights.html

EDITOR'S NOTE:
International Red Cross
propaganda
censor
maverick
tacit
Socialist Party
Serbian Renewal Movement

YOUR DAILY DESK

Health Desk : Teen Smoker

1. To what degree has smoking among Florida's teenagers decreased during the last year? Why? What are the components of Florida's antismoking campaign? What is unique about Florida's antismoking advertisements? How is the antismoking campaign funded?

2. In your opinion, why do kids smoke cigarettes? Do you think advertisements alone can prevent a person from smoking? Explain. Why do you think teenagers are less likely to respond to an antismoking campaign that emphasizes a health message, versus a campaign that emphasizes having a "cool" image? Do you think Florida's legislature should grant $61 million dollars to fund the state's antismoking program for another year? Why/why not?

3. Have small groups of students search either print, television or Internet resources to identify both smoking and antismoking advertisements. Direct each group to prepare a presentation that identifies the message of each ad, the ad's target audience, and the way images and language are used to persuade the audience. Following each presentation, have students determine if the advertisement is effective.

   EXTENSION: Have students refer to the websites below to learn more about the tobacco settlements, smoking prevention programs, antismoking campaigns and the health risks associated with smoking. Next, challenge groups of students to use this information to develop their own antismoking advertisement campaign. Have students create posters to depict their ads.

LINKS:
http://cnn.com/HEALTH/9904/01/teen.smoking.02/
http //www.tobaccofreekids.org/
http://cnn.com/US/9705/tobacco/
http://www.cdc.gov/

EDITOR'S NOTE:
prevention
Center for Disease Control
ad campaign
youth smoking

WORLDVIEW

Inside Asia : China Human Rights

1. What is a dissident? How are dissidents treated in China? What does He Xintong, the wife of jailed Chinese dissident Xu Wenli, want U.S. President Clinton to do to help her husband? According to Chinese Premier Zhu Rongji, how do most Chinese view dissidents in their country? Do you feel this sentiment justifies the imprisonment of these dissidents? Why/why not?

2. According to Chinese officials, what progress has been made towards improving the country's human rights record? What do Chinese officials think of a U.S.-sponsored resolution condemning China's human rights situation? What kinds of information do those in the U.S. use to make their judgments on China's human rights record? How does this information send out mixed signals about the state of human rights in China today?

3. Challenge students to draw their own conclusions about the state of human rights in today's China. Direct them to work in groups to collect information on the topic, using the Internet, print media and news reports. (**NOTE TO TEACHERS:** You may wish to review the human rights websites below to determine whether their images and accounts are appropriate for your students.) Then direct each group to consult the third website below for a copy of the United Nations' "Universal Declaration of Human Rights," and use this as the standard by which it judges China's human rights record. Have each group use its information to create a "Human Rights Report Card" for China. Have groups come up with different categories and indicate a letter "grade" in each, based on their findings. Share and discuss group conclusions.

LINKS:
http://www.igc.apc.org/hric/index.html
http://www.amnesty.org/
http://www.unhchr.ch/udhr/lang/eng.htm
http://news1.thdo.bbc.co.uk/low/english/world/asia-pacific/newsid_64000/64685.stm

Fast Fact : Yugoslavia History

1. What is the literal translation of the name "Yugoslavia"? How did World War II bring out the ethnic divisions in this country? What were the three forces in conflict within Yugoslavia at this time? Which of the three was the last faction standing at the end of the war? What was this party's distinction?

2. How did the wartime slogan of the communists become the founding principle of the nation of Yugoslavia? How did communism change Yugoslavia both politically and economically?

3. Who was Tito? How did he keep the warring factions of Yugoslavia under control? Have students work in groups to learn more about Josip Broz Tito and share their findings in class discussion. What was Tito's relationship with the U.S.S.R.? How did his status as the first independent communist leader enable him to exert control within Yugoslavia and maintain order in his country? What happened to Yugoslavia after Tito died?

LINKS:
http://www.religioustolerance.org/yugo_his.htm
http://www.titoville.com/
http://suc.suc.org/~kosta/tar/history/

Culture Watch : Kosovo Religion

1. Where is Kosovo located? To what ethnic group do most of its people belong? What religion are they? With what religion are most Serbs identified? How did the Serbs make Kosovo a kind of "holy land"?

2. When did the Battle of Kosovo occur? What happened there? When did Muslim Albanians begin to settle in Kosovo? How did this change the religious composition of the province?

3. Who is Slobodan Milosevic? When did he come to power? How has he appealed to Serb nationalism? What symbolic act did he make to underscore this nationalism on the 600th anniversary of the Battle of Kosovo? Do you think this action may have ignited some of the religious animosity between Serbs and Albanians as well? Explain.

4. Religion is a powerful force that can promote good but can sometimes promote conflict. Why do students think religion sometimes causes conflict? Generate a class discussion about other regions around the world where religion is at the core of confrontation. Assist groups of students as they research other religious "hot spots" around the globe and identify the parties that are fighting there.

LINKS:
http://www.religioustolerance.org/war_koso.htm
http://www.religioustolerance.org/curr_war.htm

FYI: Vatican Saints : FYI: Vatican Saints

1. What is beatification? How many Catholics has Pope John Paul II beatified? Why is this significant? According to the pope, why do saints serve as good role models? Why do you think the pope has beatified so many Catholics?

2. What is a role model? Why are role models important? In your opinion, what are the characteristics of a positive role model? Have each student identify a role model and generate a

list of adjectives that describe this role model. As a class, discuss whether both these role models and saints exemplify societal values or conflict with them.

LINKS:
http://www.vatican.va/
http://www.csn.net/advent/cathen/02364b.htm

EDITOR'S NOTE:
Zhu Rongji
ideology
nationalism
enclave
Ottoman
beatification

NEWSROOM CHRONICLE

Teen Refugees : Teen Refugees

1. How has Olga's life changed since she left Kosovo? According to Olga, what are the benefits and drawbacks of being a translator? Why did some of the Kosovar teens attend school in private houses instead of going to public school in Kosovo? What are the similarities and differences between the teenagers in your community and the Kosovar teenage refugees?

2. Review the video with your class. Inform students that most of the news coverage about the Kosovar refugees has been presented from an adult perspective. As a class, have students discuss their observations about the concerns and hopes of the Kosovar teenagers. How do the concerns of the teenage refugees differ from the concerns of the adult refugees? Following this discussion, instruct each student to imagine that they are a Kosovar refugee. Direct students to think about what their daily existence would be like, and how they would feel about being displaced. Have each student write a letter or journal entry that expresses his/her thoughts and feelings about being in a refugee camp.

LINKS:
http://cnn.com/WORLD/europe/9904/26/AM-Kosovo-AfterSurviving.ap/
http://cnn.com/SPECIALS/1998/10/kosovo/

Sports Page : Sports Page

1. What skills and attributes does Ms. Krone possess that enabled her to become the most successful female jockey in history? What type of prejudices did Ms. Krone have to deal with during the course of her career? Why is Ms. Krone an inspiration to other athletes? What physical and psychological obstacles did Ms. Krone encounter as a jockey? How did she deal with these obstacles? Why has Ms. Krone decided to retire?

2. As a class, have students brainstorm a list of noted female athletes. Group students. Have each group refer to multimedia resources to prepare a presentation about one of the athletes. Direct each group to consider the athlete's athletic accomplishments, any personal and societal obstacles that she may have encountered, and how the athlete impacted her sport and society. Following the presentations, have students compare and contrast these female athletes to their male counterparts. Is there a difference between the attributes and skills that enabled these men and women to

become successful athletes? Explain.

LINKS:
http://horseracing.miningco.com/library/weekly/aa031098.htm?TMog=26048251074639m&Mint=5673
http://www.feminist.org/other/olympic/intro.html
http://fiat.gslis.utexas.edu/~lewisa/multisport.html

EDITOR'S NOTE:
myths
tenacity
jockey
teenage refugees
translator

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 28, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 02:30... 05:00
The Yugoslavian conflict is causing economic repercussions in Macedonia.

Capitol News ... 02:20... 07:20
President Clinton's weapons control proposal is politically controversial.

YOUR DAILY DESK ... 01:00... 08:20
Business Desk ... 01:40... 10:00
Most companies will compensate a dissatisfied customer, if he or she knows the "right" way to complain.

Business Desk Extra ... 02:30... 12:30
New competition between Internet companies should drive down the purchace price of a domain name.

WORLDVIEW ... 01:00... 13:30
Political Front ... 10:50... 24:20
The fate of passengers aboard the S.S. St. Louis is the focus of an investigation by two historians at the U.S. Holocaust Memorial Museum.

NEWSROOM CHRONICLE ... 00:50... 25:10
Women's Shakespeare Company ... 02:25... 27:35
CNN NEWSROOM takes a look at the L.A. Women's Shakespeare Company.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkan Crisis

1. Why did Macedonia's economy minister, Zanko Cado, resign? Why is Macedonia in need of international aid? What nation is Macedonia's biggest trading partner? How is the conflict affecting trade relations between Macedonia and Yugoslavia? Why are international investors reluctant to invest in Macedonia?

2. How might the refugees impact Macedonia's economy if they remain in the country for an extended period of time? Do you think the influx of refugees will affect relations between the ethnic Macedonians and the ethnic Albanians? Explain. What type of economic problems do you think Macedonia might have when the war ends? Do you think Western nations should provide aid to Macedonia? Why/why not?

LINKS:
http://cnn.com/WORLD/europe/9904/26/macedonia.impact/index.html
http://cnn.com/WORLD/europe/9904/26/kosovo.refugees/index.html
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

Capitol News : Capitol News

1. What weapons regulations are being proposed by President Clinton? What is the Second Amendment? Do you think President Clinton's proposed weapons regulations violate the Second Amendment? Why/why not? Do you think guns or society are to blame for the school related shootings in the U.S.? Explain. Do you think gun control laws will decrease the incidence of gun related youth violence? Why/why not?

2. Do you think President Clinton is using this "national tragedy to advance a political cause?" Explain. If so, how do you feel about his actions? Why do you think the Clinton Administration's previous attempts to introduce several gun control proposals in Congress have failed? Do you think gun control is a bipartisan issue? Explain.

3. Divide class into two groups to debate whether or not President Clinton's proposed weapons regulations should be made law. Refer groups to the websites below to obtain background information about the gun control issue.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/04/27/clinton.crime/
http://cnn.com/ALLPOLITICS/stories/1999/04/23/politics.guns/
http://cnn.com/SPECIALS/1998/schools/gun.control/
http://cnn.com/ALLPOLITICS/time/1999/04/26/guns.html
http://www.law.cornell.edu/constitution/constitution.billofrights.html#amendmentii

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EDITOR'S NOTE:
Macedonia
market capitalism
export
gun control
bankrupt
Second Amendment

YOUR DAILY DESK

Business Desk : Complaining

1. Why is Patrick Seacor returning a bike frame he recently purchased? How has the manufacturer of the frame agreed to compensate him? According to Sandy Rattigan, why should dissatisfied customers make it a point to complain? Have you ever had a bad experience as a customer? If so, did you complain to anyone about it? Explain what happened. After seeing this segment, do you think you would have done anything differently? Explain.

2. According to the Better Business Bureau, what is the "effective" way to complain? What should you do before writing a letter? To whom should you address your letter? If a letter fails to get a satisfactory response, what should you do next? Most companies are interested in compensating a customer for defective merchandise, poor service, etc. Why do you think they are willing to spend time and money to do this?

3. Group students. Have each group choose one of these scenarios and conduct research to find out what recourse the consumer has in each case:
    1. A customer purchases a computer that "dies" one week after purchase.
    2. A family goes to a restaurant and gets bad service.
    3. A parent buys a box of cereal for her child that has no "prize" in it, even though the box says there is one inside.
    4. A teenager goes to a fast food restaurant and finds a bug in his burger.
    5. A father purchases an "assembly required" swingset for his children, only to find halfway through the process that some important parts are missing.

    After the groups have determined the consumer's best course of action for their chosen scenarios, have each group act out its scenario and resolution in the form of a skit it presents to the class. Discuss the most effective ways to handle these consumer problems.

4. Direct students to the first two websites below to learn more about writing effective complaint letters. Have students ask family members (or use their own experience) for incidents when they experienced poor service, purchased defective products, etc., and secure the information necessary to write complaint letters. Students will want to make sure they have the company name, address, person to whom they should complain, and details of the experience before writing their letters. Direct each student to write a complaint letter and share it with the class. As a class, critique the letters. Ask students to put themselves in the place of the person receiving each letter: Would they respond favorably to this customer? Why/why not?

LINKS:
http://www.consumerlaw.com/letter.html
http://www.state.nh.us/oag/wcl.html
http://www.bbb.org/

Business Desk Extra : Business Desk Extra

1. What is a domain name? Approximately how many domain names are currently registered on the Internet? Until recently, what company had owned a government-sanctioned monopoly on selling Internet addresses? How do you think market competition will affect Network Solutions?

2. Have students define the term "monopoly." To illustrate how competition affects price, pose the following questions to your class: In a town that only has one gas station, who controls the price of gas? If two different gas stations open across the street from the original gas station, what will this do to the price of gas? Direct groups of students to search their community for examples of businesses that are in competition with each other. Direct each group to identify how competition has affected the price of each company's services or goods. Have groups present their information. As a class, discuss how competition can impact the consumer.

LINKS:
http://www.davis.ca/topart/domainam.htm
http://www.si.umich.edu/Classes/502/slides/lecture24-Monopoly/index.htm
http://ingrimayne.saintjoe.edu/econ/Monopoly/Monopoly.html

EDITOR'S NOTE:

domain name
monopoly
restitution
consumer advocate
competition
vouchers
Better Business Bureau

WORLDVIEW

Political Front : Holocaust Voyage

1. Who are Sarah Ogilvie and Scott Miller? What have they spent the last three years trying to accomplish? What has the story of the luxury liner St. Louis come to symbolize?

2. Why did the families of Liesl Joseph and Herb Karliner decide to leave Germany aboard the St. Louis? What was Kristallnacht? What happened to Herb's father during Kristallnacht? How was the family able to obtain the father's release from Buchenwald? How does Herb describe his father's appearance when he returned from the concentration camp?

3. Where were the passengers on the St. Louis headed? How were the Joseph and Karliner families able to secure the papers they needed to land in Cuba? What was the final destination for the passengers?

4. What was life like on board the St. Louis at the beginning of the journey? What happened when the ship reached the port of Havana? What happened to the passengers' landing permits? How did the passengers spend the next 7 days? How did German refugees living in Cuba try to make contact with the passengers? What was the mood of the passengers aboard the ship? What did Captain Schroeder do when he was denied permission to land in Cuba? What happened when the ship arrived at the port of Miami?

5. What orders were issued to the ship's captain on June 6th, 24 days after the voyage had begun? Why did the passengers organize a suicide watch on board? Which nations finally agreed to accept the passengers? How did the passengers react? What ultimately happened to France, Holland and Belgium in the war that may have sealed the fate of the passengers who landed there? Do you think that the Holocaust Museum historians will be able to determine what happened to most of the 937 passengers aboard the St. Louis? Explain.

6. Refer students back to the video and discuss the U.S. national mood about immigration at the time of the St. Louis voyage. Why do students think many Americans at that time opposed an increase in European immigration? Have students work in groups to research the anti-immigrant mood of the U.S. at the beginning of World War II. Share group findings. Why do students think religious and political leaders did not respond to the plight of the St. Louis? Should U.S. leaders, especially President Franklin Roosevelt, have reacted differently? Discuss.

7. Generate a class discussion about the human tragedy of the Holocaust. What do students know about the Holocaust? Assist them in consulting the websites below and other resources to learn more about the story of the S.S. St. Louis and the Holocaust, and discuss their findings. Some are comparing the current "ethnic cleansing" that is occurring in Kosovo to the Holocaust. Do students think this is a valid comparison? Challenge each student to write an essay on the lessons the world should have learned from the Holocaust.

8. Read this quote from historian Sarah Ogilvie to the class, "Too often when we write history it's on the level of a statistic, it's on the level of generalities. This is on the level of one person, one fate, one at a time." Discuss how Ms. Ogilvie and her colleague are trying to chronicle history by

compiling the stories of individuals, "one at a time." Group students. Have each conduct research to find one person's (or one family's) story of the Holocaust. Direct each group to present a mini-documentary, skit, or a formal report that chronicles history through the experiences of that person.

LINKS:
http://www.ushmm.org/st_louis/index.htm
http://www.us-israel.org/jsource/Holocaust/stlouis.html
http://www.historyplace.com/worldwar2/holocaust/h-louis.htm
http://www.historyplace.com/worldwar2/holocaust/timeline.html#louis
http://www.ushmm.org/
http://www.ushmm.org/holo.htm
http://www.ushmm.org/education/history.html

EDITOR'S NOTE:
Holocaust
generalities
Kristallnacht
Havana
anti-Semitism
immigration
Great Depression
persecution

NEWSROOM CHRONICLE

Women's Shakespeare Company : Women's Shakespeare Company

1. What is unique about the theater company profiled in the video? Why is acting a male part challenging for the female actors? Why do you think that in Shakespeare's day women were banned from the stage and men played all the parts? What are gender roles?

2. Have students read or watch a video of one of Shakespeare's plays, such as Romeo and Juliet, Taming of the Shrew or Macbeth. Prior to reading or viewing the play, have students identify the era and setting of the story. After reading or viewing the play, have students discuss the way men and women are portrayed in Shakespeare's work. What do these gender roles reveal about the time and place in which the play was written? How have the roles of men and women changed in Western society since Shakespeare's time?

LINKS:
http://cnn.com/SHOWBIZ/misc/9604/14/women.shakespeare/index.html
http://www-tech.mit.edu/Shakespeare/other.html
http://daphne.palomar.edu/shakespeare/

EDITOR'S NOTE:
Shakespeare
bard
Elizabethan
gender

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 29, 1999

Teachers, today's Top Story segment contains scenes and accounts that may be too intense for some viewers.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:25... 04:40
Kosovar refugees struggle to survive as the Yugoslavian conflict escalates.

YOUR DAILY DESK ... 00:45... 05:25
Science Desk ... 02:30... 07:55
A new patient simulator is helping medical students learn without risk to patients.

WORLDVIEW ... 01:00... 08:55
Culture Watch ... 06:30... 15:25
Teen idols make music heard around the world, but do they have the "right stuff" to become musical legends?

Inside Africa ... 02:20... 17:45
Some U.S. students are getting a second chance at a special school in Kenya.

On the Web ... 01:05... 18:50
Look for the virtual VanGogh exhibition on the web!

NEWSROOM CHRONICLE ... 00:40... 19:30
Town Hall Meeting ... 01:55... 21:25
Students convene in Washington, D.C. to talk about the growing problem of school violence.

Columbine Song ... 03:15... 24:40
Two students from Columbine High School have written a song as a tribute to the victims of the school shooting.

Artistry in Action ... 02:55... 27:35
Jazz fans celebrate Duke Ellington's 100th birthday.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkan Crisis

1. What happened when one of NATO's bombs missed its target by 500 yards? How do you feel about this situation? Do you think NATO should continue its airstrikes? Explain. Why was Yugoslavia's deputy prime minister, Vuk Draskovic, fired? Do you agree with the Yugoslavian government's decision? Why/Why not?

2. What is an atrocity? According to Kosovo refugees, what atrocity recently occurred in the village of Meja? Why do you think these people were killed? In your opinion, how might this atrocity affect the surviving refugees from Meja? What are your thoughts and feelings about this event?

3. Some observers have compared the victimization of the Kosovar Albanians to a modern day holocaust. Divide your class into two groups. Have each group refer to multimedia resources, including the last three websites, to prepare a presentation about the history of either the Jewish or the Armenian holocausts. Following the presentations, discuss whether or not it is valid to compare the victimization of the Kosovar Albanians to a modern day holocaust. Do you think NATO should be involved in the Kosovar-Serbian conflict? Explain.

LINKS:
http://cnn.com/WORLD/europe/9904/28/kosovo.04/
http://cnn.com/WORLD/europe/9904/28/kosovo.refugees.03/
http://www.bxscience.edu/orgs/holocaust/edguide/2.html
http://www.ushmm.org/
http://www.historyplace.com/worldwar2/holocaust/timeline.html#louis

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EDITOR'S NOTE:
atrocities
NATO
massacre
the Balkans

YOUR DAILY DESK

Science Desk : Patient Simulator

1. What new technology are medical students at the University of Florida Brain Institute using to learn emergency life-saving procedures? How long did it take to develop this technology? What types of lifesigns does it exhibit? What kinds of emergency crises does it simulate?

2. What are the advantages of working with a patient simulator? What parts of the care-giving experience do you think would be difficult to program into a simulator? Explain. From a medical student's point of view, when do you think is the right time to switch from working with a simulator to working with a patient? How do you think this invention will affect the liability insurance problem medical students place on hospitals?

3. Have students investigate training methods for medical students and the issues that surround the training process. Direct students to answer the following questions: How do patients react to having a student involved in routine medical examinations? How do medical schools differ in the way they train medical students? In addition to the simulator, what other technology is being used to train medical students? Discuss the students' answers and relate them to the concept of benefit versus risk from a patient, doctor, and student's point of view.

LINKS:
http://www.usc.edu/hsc/medicine/anesthesiology/simulator.html
http://www.med.harvard.edu/publications/Focus/Mar20_1998/forum.html
http://pkpd.icon.palo-alto.med.va.gov/simulator/simcntr.htm

EDITOR'S NOTE:
simulator
anesthesiology
carotid
patient
catheter
o-negative

WORLDVIEW

Culture Watch : Teen Bands

1. Who are some of today's "teen groups"? According to the video, what is the first challenge facing today's young talent? What does it mean to "find a niche"? How do some teen groups and soloists find their niche? What is the next challenge to their success?

2. According to songwriter/producer Max Martin, what ingredients are vital to the success of any teen group or soloist? Why do you think marketing is important? Who is George Michael? How is he "a lesson in musical maturity"?

3. What is a teen idol? Refer students back to the beginning of this segment and ask them to identify some teen idols from the past. Have students search the Internet and other resources to find some representative teen idols and teen bands from the 1950s through the early 1990s. Which of these artists are still performing today? Why do some artists have long-term appeal, while others have faded from view? Discuss what it takes to achieve long-term success in the entertainment field.

4. Encourage students to practice their writing skills as they research and compose critiques of today's music. Direct each student to act as a music critic. First, assist students in locating examples of music critics' reviews of CDs or performances. After reading these examples, have each student select a CD or performance in a music genre with which the student is familiar, and prepare a written review of the selection. Have students share their reviews.

LINKS:
http://www.fiftiesweb.com/teenidol.htm
http://vallee.simplenet.com/feelingroovy/feelingroovy.html
http://www.music-critic.com/articles/index.htm
http://mptv.org/music.htm

Inside Africa : Kenya School

1. Why are some U.S. students from Baltimore traveling to Kenya for an education? What kind of life did they live in Baltimore? How did some aspects of this life impede the students' growth? How will their educational experience in Kenya contrast with the lives they left behind?

2. How were students selected for this special school? How do the students seem to be responding to this program? What is the name of the school? What does the school's name mean in Swahili? Do

you think the Kenya experience will have a lasting effect on these students? Explain.

3. Ask students: If you were an American student about to attend school in Kenya, what would you want to know about the country and its people? Have students work in groups to conduct research on the history, geography and economy of Kenya. Then tell students in each group to pretend that they are briefing the American students on their new home. Have each group offer a multimedia presentation of its information.

LINKS:
http://geography.miningco.com/library/maps/blkenya.htm
http://www.kenyaweb.com/ourland/
http://www.kenyaweb.com/ourland/central/central.html

EDITOR'S NOTE:
niche
musical maturity
critical acclaim
debut
Kenya
delinquency

NEWSROOM CHRONICLE

Town Hall Meeting : Town Hall Meeting

1. What was the purpose of the town hall meeting in Washington, D.C.? What were the participants' explanations for why violence occurs in schools? Do you agree with these reasons? Explain. How did talking about the Littleton shootings benefit the participants of the town hall meeting? Do you think school violence is a "national epidemic"? Explain.

2. Facilitate a class discussion to explore your students' thoughts and feelings about school violence. Ask students why it is important to understand the reasons for violence. Next, refer students to the American Psychological Association Help Center, located at the fourth website below, to learn more about the causes for violence. Divide your class into six groups. Have each group prepare a presentation about one of the following causal factors, and how this factor contributes to violent behavior: Peer pressure, need for attention or respect, feelings of low self-worth, early childhood abuse or neglect, witnessing violence in the home, in the community or in the media, and access to weapons. Following the presentations, have students identify ways that this information can be used to prevent violent behavior.

LINKS:
http://cnn.com/US/9904/28/dark.culture/
http://www.cdc.gov/od/oc/media/pressrel/r990421.htm
http://helping.apa.org/warningsigns/index.html
http://helping.apa.org/warningsigns/reasons.html

Columbine Song : Columbine Song

1. Who are Stephen and Jonathan Cohen? Where were they at the time of the shooting? Why did the Cohen brothers write "Friend of Mine (Columbine)"? Who else was involved in the creation of the song? How has the public responded to the song? Why? How will this song benefit the community of Littleton? Why do you think the Cohen brothers feel that it is important to forgive

Eric Harris and Dylan Klebold? Do you agree? Why/why not?

2. Have students refer to the website below to obtain the lyrics to the song, "Friend of Mine (Columbine)." As a class, discuss the meaning of the lyrics. Do you think this song will influence the way people deal with their feelings about the shooting at Columbine High school? Explain.

LINKS:
http://cnn.com/US/9904/28/songwriters/

Artistry in Action : Artistry in Action

1. Who was Duke Ellington? How old would he have been on April 29th? What is jazz? How did Mr. Ellington influence 20th century music? Why did Mr. Ellington encounter racial prejudice? How did Mr. Ellington "explode racial stereotypes." Why do you think so many people feel it is important to celebrate Duke Ellington's 100th birthday?

2. Have students refer to the first two websites to learn about the history of jazz. Divide your class into small groups. Instruct each group to prepare a presentation about a style of jazz, including, basic blues, ragtime, New Orleans, Dixieland, swing, bebop, modern, free form and electronic. Have groups present in chronological order. Direct each group to identify the origin of the jazz style and the musicians who influenced this type of jazz. Have each group include examples of the music in their presentations. As a class, note the similarities and differences between the different styles of jazz. Why do you think each form of jazz have survived, and retained its own character and special appeal?

LINKS:
http://duke.fuse.net/essence/index_ie.html
http://www.jazzcentralstation.com/jcs/station/newsstan/history/index.html
http://www.jazzatlincolncenter.org/
http://www.jerryjazzmusician.com/
http://www.redhotjazz.com/duke.html

EDITOR'S NOTE:
alternative culture
epidemic
outcasts
jazz
Duke Ellington
stereotypes

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

April 30, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 05:10... 07:25
CNN holds a town meeting in response to the Littleton shootings to better understand the key issues affecting America's youth.

YOUR DAILY DESK ... 01:00... 08:25
Editor's Desk ... 02:00... 10:25
Some cry "foul" as Major League Baseball considers putting ads on players' jerseys.

WORLDVIEW ... 01:00... 11:25
Cold War, Part I ... 03:25... 14:50
The Yalta Conference set the stage for the Cold War.

Cold War, Part II ... 02:40... 17:30
Betrayed by the West, Czechoslovakia turned to the Soviets for protection from Germany.

Cold War, Part III ... 03:30... 21:00
Did the "Big Three" leaders realize the impact of their decisions at Yalta?

NEWSROOM CHRONICLE ... 00:45... 21:45
Teen Jockey ... 05:50... 27:35
CNN NEWSROOM profiles Ariel Smith, a 16 year old apprentice jockey.

CNN NEWSROOM CLOSE ... 00:25... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Listening After Littleton

1. What was the purpose of the CNN town meeting? What were the topics of discussion? What is an "outcast"? Why do people become outcasts? Are there outcasts in your school? Explain. What is the difference between being and "outcast" and being an "individual"?

2. What does the black trench coat symbolize? Do you think students should be allowed to wear black trench coats to school? Why/why not? One student asserted that "taking away the

individual's right to dress would make the schools institutionalized, like a fascist regime." Do you agree with this assertion? Explain. Some would argue that personal freedoms are a hallmark of American society. Would you be willing to sacrifice personal freedom to enhance public safety? Why/why not? Give an example.

3. In your opinion, what are some of the difficulties associated with having violence in the media? Do you think all people respond the same way to media violence? Explain. Why do you think people become violent? Do you think parents can prevent their children from engaging in violence? Why/why not? Do you think it is safe to let students use the Internet at school? Explain. Do you think it is possible to prevent violence from occurring in schools? Explain. Do you feel safe at your school? Why/why not? If not, what do you think should be done to enhance the safety of your school?

4. Have your class conduct a mock town meeting to explore the following key issues that affect young people growing up in America: How do they use the Internet? How are they influenced by the media? Who are their role models? Do they feel safe in their schools? Do they think their parents are in touch with what is going on in their lives? Divide your class into five groups. Have each group prepare a list of exploratory question related to one of the five issues. Instruct students who are not in the presenting group to serve as the town meeting participants. Direct each group to select a representative to moderate the discussion. Have the moderator refer to the group's questions to facilitate critical discussions. Following the discussion of the five topics, have each student write a refection paper about the experience, including his/her thoughts and feelings about the opinions that were expressed during the discussions.

LINKS:
http://community.cnn.com/cgi-bin/WebX?13@@.ee85858
http://cnn.com/SPECIALS/1998/schools/school.essays/
http://cnn.com/SPECIALS/1998/schools/

EDITOR'S NOTE:
outcast
media violence
institutionalized
fascist regime

YOUR DAILY DESK

Editor's Desk : Baseball Jersey Ads

1. What sports currently allow their players to wear advertising logos as they compete? Why is consumer advocate Ralph Nader opposed to a plan to allow Major League Baseball players to do the same thing? What kinds of companies would be barred from advertising on baseball players' shirts? What is one potential problem that could arise if the Major Leagues allow jersey ads?

2. What do some Major Leaguers think of the possibility of sponsor logos on jerseys? What do you think? Is this a good or a bad idea? Why?

3. Refer students back to the quote from the introduction to this segment: "Whoever wants to know the heart and mind of America had better learn baseball..." (Jacques Barzun). In class discussion, have students analyze the meaning of this statement. Then have students work in groups to research baseball, both as the national pastime and as a form of entertainment, and share their information. Challenge each student to write an essay in response to this question: "Is baseball more an aspect of American culture or is it a business?" Have students share their essays and

discuss how a person's view of the sport as cultural or financial shapes his/ her opinion on the issue of jersey ads.

LINKS:
http://www.english.upenn.edu/~afilreis/50s/baseball.html
http://www.baseballprospectus.com/index.html

EDITOR'S NOTE:
consumer advocate
logos

WORLDVIEW

Cold War, Part I : Cold War, Part I

1. Which three nations sent their leaders to Yalta in 1945? Who were the leaders who met there? How did U.S. President Roosevelt describe Soviet leader Joseph Stalin? How did "Life" magazine describe the Russians?

2. What issues were discussed by the "Big Three"? What bargaining chip did Mr. Stalin use to keep land gained by his armies? Why were some people critical of Mr. Roosevelt's treatment of the Soviets? What do you think they meant when these critics charged that "America would win the war...but would lose the peace"?

3. What intentions did Mr. Stalin make clear at Potsdam? How did American ideals take a backseat to more pressing circumstances elsewhere? Were the Yalta agreements fulfilled? Explain.

4. Winston Churchill later wrote of Yalta, "Our hopeful assumptions were soon to be falsified. Still, they were the only ones possible at the time." Read this quote to students and ask them to consider the circumstances under which the Big Three met at Yalta. Have students work in groups to research the situation in February 1945 and what was discussed at Yalta. Have groups share their findings. Could the outcome of Yalta had been different? What could have been done to assure that the promises made at Yalta were carried out? How did the decisions made at Yalta set the stage for the Cold War? Discuss.

LINKS:
http://ac.acusd.edu/History/20th/coldwar1.html
http://www.fordham.edu/halsall/mod/1945YALTA.html
http://cnn.com/coldwar

Cold War, Part II : Cold War, Part II

1. What happened to Czechoslovakia in September 1938? Who was Neville Chamberlain? Why did he allow the Germans to take Czechoslovakia? Did this action secure, as Mr. Chamberlain put it, "peace in our time"? Explain. What happened when the Germans marched into Prague?

2. Why did Czechoslovakia turn to the Soviet Union? How did Czechs react when the Soviets entered their country? Why? What did the Czechs think of Joseph Stalin? What did Mr. Stalin promise regarding Czechoslovakia and other Eastern European nations? Why do you think the Czechs believed these promises?

3. In the video we are told that the Czechs' naivete about the Russians cost them "nearly half a

century of freedom." Have students work in groups to research the Cold War history of Czechoslovakia, and share their findings in class discussion. What was the cost of the protection the Czechs sought from the Soviet Union? Discuss the events that led to their eventual independence from the Soviet Bloc.

LINKS:
http://cech.cesnet.cz/insight/texts/CZ_info.html
http://www.seas.gwu.edu/nsarchive/CWIHP/BULLETINS/b2a4.htm
http://members.aol.com/Mpgregor/private/art.htm

Cold War, Part III : Cold War, Part III

1. According to the Cold War scholars interviewed in the video, did the leaders at the Yalta Conference realize how their decisions would impact the lives of millions? Explain. What circumstances helped to shape their decisions? How did Joseph Stalin know what the Allies were planning? What was his goal for the Soviet Union?

2. What circumstances made Franklin Roosevelt less aware of the ramifications of the decisions made at Yalta? How did the war with Japan complicate matters? What was on the minds of many people in central and Eastern Europe that may have prevented them from viewing the Yalta Agreement more objectively? Why do you think their vision of the future was "just not more of the past"?

3. How did the personalities, goals, and political ideologies of Roosevelt, Churchill and Stalin shape history? Divide the class into three groups. Have each group choose one of the Big Three leaders and conduct research to learn more about his personality, post-war goals, and political ideologies. Then have each group present a formal report that offers insight into the personal side of each leader, and how that side played a role in the outcome of Yalta.

LINKS:
http://members.aol.com/AACTchrOz/WWIILeaders.html

EDITOR'S NOTE:
Winston Churchill
Franklin D. Roosevelt
Joseph Stalin
Yalta
Potsdam
Prague
Neville Chamberlain
communist

NEWSROOM CHRONICLE

Teen Jockey : Teen Jockey

1. Who is Ariel Smith? Why was Ariel Smith "destined" to be a jockey? What accomplishments has Ariel had as an apprentice jockey? What factors might jeopardize Ariel's career as a jockey? What personal skills and attributes does Ariel posses that have enabled him to be a successful jockey? Do you think these skills could benefit Ariel in other facets of his life? Explain. Why is education important to Ariel? How does Ariel's mother feel about him racing? Do you think it is important for parents to support their children's ventures? Explain.

2. What is an apprentice? How is learning by apprenticeship different from learning in a classroom? What vocations, other than horse racing, require an apprenticeship? How have the methods of professional training changed during the last century?

3. Have students identify a list of young people who have achieved public recognition for their work or talent. Have each students write a biography about one of these individuals, noting how and why he/she became successful. Have students share their papers. Compare and contrast the factors that enabled these people to become successful.

LINKS:
http://horseracing.miningco.com/mbody.htm?PID=2769&COB=home
http://www.dvet.tas.gov.au/ATS/
http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html

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EDITOR'S NOTE:
apprentice
journeyman
jockey
work ethic

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